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ABSTRACT

The Cranston Secondary School Curriculum Guide (7-9) for Home Economics is intended to serve as a resource for teachers, students, department chairman, guidance personnel, curriculum planners, and others involved in present or future curriculum planning. At least one broadly stated major objective is provided for each section, encompassing the work of large units or entire sections followed by numbered objectives which are detailed and specific, and intended to indicate the level of learning (the cognitive, affective, and psychomotor domains), the content (what will be learned), and the means of evaluation. These are followed by suggested activities which support the objectives. The 13 units on home economics cover: child development, clothing, family relations, foods, home management, family health, consumer education, nutrition, and interior decorating 1. (Author/BP)

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Secondary Schools

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Cranston School Department
Cranston, Rhode Island
1973-74

HOME ECONOMICS

Grades 7-9

Secondary School

C U R R I C U L U M G U I D E

Prepared By

a curriculum writing team

of secondary teachers

Project PACESETTER

and

The Fifth Quarter Plan

Title III, E.S.E.A., 1965

Cranston School Department

845 Park Avenue

Cranston, R.I. 02910

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INTRODUCTORY NOTES

The Cranston Secondary School Curriculum Guides are intended to serve as a resource to teachers, students, department chairmen, guidance personnel, curriculum planners, and anyone else involved in present or future curriculum planning.

Teachers are urged to utilize the guides in lesson preparation and for purposes of providing individual students and groups of students with a resource; student achievement is often influenced by a knowledge of what is expected with respect to course objectives. Differences in abilities and needs among students and classes can be served by selecting appropriate objectives and activities.

The guides will also be useful for purposes of describing and communicating secondary curriculum goals to the public when such a need arises from time to time.

The organization of the guides is such that most sections present materials in terms of portions of a school year, thus making it possible for students to re-learn or make up a portion of a year's course. This is possible whether the course is offered in a full year or in shorter units of time.

GUIDE FORMAT

At least one major objective is stated for each section of the guide. Each is broad in statement encompassing the work of large units or entire sections.

Numbered objectives (Objective #1) are specific and intended to indicate the level of learning (the learning variable), the content (what will be learned), and the means of evaluation. Thus the objective describes learning in relationship to the learner. The teacher's function is to design methods which will effect the result. Most objectives in the guides are followed by "activities."

Suggested activities are intended to support the objective

to which they are assigned. Such statements either relate how the student will attain the objective or may be considered as sub-objectives.

OBJECTIVES IN TERMS OF LEARNING VARIABLES

Bloom and his colleagues devised a taxonomy of educational objectives designed to classify the behavior of students in three domains as a result of having participated in a series of instructional experiences. The three domains are the cognitive (intellectual), the affective (emotional), and the psychomotor (physical). Within each of these domains there is a hierarchy which denotes increasing complexity of learning as shown below.

Cognitive	Affective	Psychomotor
knowledge	receiving	frequency
comprehension	responding	energy
application	valuing	duration
analysis	organizing	
synthesis	characterizing	

In addition to the general technique of the behavioral statement, the authors were careful to differentiate the levels at which given behaviors could be expected of the student. Thus, in the cognitive domain a student's performance in the display of knowledge of a concept is less complex than the student's performance when he applies the concept in a given situation. Similarly, in the affective domain, a response to a situation is not as complex as the display of a value toward a given situation. Precise differentiation among variables is very difficult or, in many cases, impossible, but using these variables to formulate objectives is a means of focusing the attention of the teacher and the learner upon the existence of levels of learning.

TABLE OF CONTENTS

HOME ECONOMICS

Grades 7 - 9

TITLE	Section	SUGGESTED GRADE
Child Development	H.E. 1	Jr. High
Clothing	H.E. 2	"
Family Relations	H.E. 3	"
Foods	H.E. 4	"
Home Management	H.E. 5	"
Child Development	H.E. 6	"
Clothing	H.E. 7	"
Family Health	H.E. 8	"
Foods	H.E. 9	"
Clothing	H.E. 10	"
Family Relations & Consumer Education	H.E. 11	"
Foods & Nutrition	H.E. 12	"
*Interior Decorating I	H.E. 21	"

*Included in both the Junior and Senior High School guides

Objective #1: The student will increase in comprehension and application of knowledge of CHILDREN'S BASIC NEEDS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

1. List the five basic needs of all individuals.
2. Name at least three emotional needs a child must satisfy and describe ways in which one can help others satisfy these needs.
3. List two physical needs a child must satisfy and describe ways in which one can help others satisfy them.
4. Name at least four social needs of the child and explain the importance of the mother in helping him to satisfy these needs.
5. List four of the physical needs which must be provided for a child.
6. Tell why one's safety needs must be satisfied before he can successfully satisfy his need for self-esteem.
7. Distinguish between physical, social, and emotional needs.

Objective #2: The student will increase in comprehension and will be able to apply the knowledge of HOW AND WHY CHILDREN IMITATE OTHERS IN THEIR ACTIVITIES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

8. List the three most common ways to learn.
9. Identify the influencing factors of television in a child's learning process.
10. List two reasons for a mother's being the greatest source of knowledge for the very young child.
11. State the usual age at which the child is able to distinguish between his own body and objects external to him.
12. Name five hypothetical family conditions which could hinder a child's social as well as intellectual growth.

13. Explain several negative effects of a single parent family.

14. From personal observation, list examples which show what children imitate.

15. List the three people whose actions a child is most likely to imitate.

Objective #3: The student will increase in comprehension and the ability to analyze the knowledge of THE DEVELOPMENT AND ROLE OF RESPONSIBILITY IN CHILDREN by performing the following activities as measured by teacher and/or self evaluation.

Activities:

16. List four ways a child can help himself to become a responsible individual.

17. Name three healthy activities in which a child may engage in an attempt to develop responsibility.

18. List two activities in which a child may engage to foster responsibility, and two which might hinder it.

19. Given a list of personal traits, the student should be able to distinguish between those which characterize a responsible child and those which do not.

20. After viewing the filmstrips: "Selecting Children's Toy's" and "Keeping Children Happy", name six common activities of the very young child.

21. Feed and clothe an infant.

Objective #4: The student will increase in his comprehension of and application of knowledge of THE CHILD AS A TOTAL PERSON by performing the following activities as measured by teacher and/or self evaluation.

Activities

22. List three unpopular myths about the position of children in our society.

23. Explain the scope and limitations of a "bill of rights," after having been exposed to the positive as well as the negative views.

24. Explain why a child who does not receive love at home can still grow to be a loving, loveable human being.

25. Develop a story about the importance of training in child rearing given an opening paragraph.

26. List five measures a responsible individual could take if he were aware of an instance of child abuse.

27. State three reasons why those who are chosen to be child development instructors should be chosen selectively.

28. List several characteristics of the "happy" child.

Objective #5: The student will increase in the comprehension of the knowledge of PARENTAL GUIDANCE (positive direction and punishment) IN CHILD DEVELOPMENT by performing the following activities as measured by teacher and/or self evaluation.

Activities:

29. Explain the importance of positive and negative reinforcements to child development as discussed in class and in the reference material.

30. List seven "don'ts" frequently given to children.

31. Explain why when given two instances in which positive reinforcement was given to a child, one was effective in developing responsibility and one was not.

32. Name three techniques which can be used to reward a child's participation in class activity.

33. List the benefits gained as well as the losses suffered as a result of a child's participation in nursery school.

34. List three ways in which directions given in a firm manner are more respected by a child than those given in a friendly, casual manner.

35. Distinguish between love that is indulgent and real love, and provide examples of each.

36. State several ways in which parents can help their children learn about the world around them.

Objective #6: The student will increase in knowledge and comprehension of THE TYPES OF LOVE NECESSARY FOR THE YOUNG CHILD AND THE METHODS OF EXPRESSING THESE TYPES by performing the following activities as measured by teacher and/or self evaluation.

Activities

37. Explain several reasons why early assurance that they are loved, contributes to children's healthy personality growth.

38. Distinguish among the three broad categories of love discussed in class.

39. Explain why assurance that they are loved is such a crucial factor in the development of character in children.

40. Explain the relationship of healthy family life in which love is freely expressed and the intellectual development of children from such backgrounds.

41. State two reasons why too much love can be as harmful to children as a lack of love.

42. Give names and explanations for several of the methods of expressing love as expressed in class.

Objective #7: The student will increase in the comprehension and application of the knowledge of PLAY AS A LEARNING EXPERIENCE FOR CHILDREN by performing the following activities as measured by teacher and/or self evaluation.

Activities

43. Given a situation in which a group of children is at play, convert their experience into a learning experience as well.

44. Explain the importance of allowing a child enough free time to explore objects in the environment about which he is curious.

45. Explain why it is essential for a child's learning experience to be a pleasant one.

46. Name four methods of promoting learning during a child's play experience.

47. Select materials which would be useful in a particular learning experience given a list of play materials.

48. List eight popularly used play materials in a nursery school.

49. Use particular play materials to create particular learning activities. (List the specific play material or learning experience desired.)

50. Explain the importance of a child's interaction with other children.

Objective #8: The student will increase in comprehension and application of the knowledge of ACCEPTABLE PLAY AREAS FOR CHILDREN by performing the following activities as measured by teacher and/or self evaluation.

Activities:

51. Explain the importance of providing a child with a proper place in which to play.

52. Distinguish between safe and unsafe play conditions.

53. List four criteria of safe play.

54. List "widened horizons" observed through play.

55. Plan a children's party successfully given the proper materials.

56. Name several areas within your home which would be unsafe for children to play.

57. List several areas within your home which would be safe for children to play.

Objective #1: The student will increase in comprehension of the knowledge that THE CLASSROOM IS A PLACE TO DO GOOD WORK IF ORGANIZATION IS EVIDENT by performing the following activities as measured by teacher and/or self evaluation.

Activities

1. Explain the significance of a classroom situation in teaching sewing skills.
2. List five classroom rules which restrict students in sewing classes.
3. Describe the three most important individual responsibilities which could be taught in sewing class.
4. Explain how a large class might inhibit those who have less sewing skill than the average young girl.
5. Explain the significance of safety and good management skills as they apply to organized sewing classes.
6. Explain why it is so difficult and yet extremely essential for a clothing teacher to maintain organization within her classes.

Objective #2: The student will increase in the comprehension of knowledge of PERSONAL APPEARANCE AND IMPRESSIONS OF OTHERS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

7. Explain the relationship between personal appearance and the impression one gives to others.
8. Demonstrate how to walk, sit, stand in the most becoming ways.
9. List eight grooming aids which should be used by every girl daily.
10. Explain how one's personal appearance can be extended peripherally to define other aspects of his or her character.

11. Explain the relationship between one's personal appearance and his self-concept.

12. List two advantages and two disadvantages of the tremendous emphasis our society places on personal appearance.

13. Explain the concept of "good grooming".

Objective #3: The student will increase in the comprehension and ability to apply the knowledge of GOOD GROOMING TECHNIQUES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

14. Explain three reasons why methods of body care must be peculiar to the individual.

15. Explain how a girl's appearance affects her everyday living.

16. List at least four criteria which should be considered in selecting the best way to care for one's body.

17. Give five examples of good grooming habits which all individuals should have internalized by their teen years.

18. Distinguish between good grooming techniques which can be used occasionally and those which must be applied daily.

19. Describe the correct way to brush hair that has been tightly teased.

20. Demonstrate the correct and most healthy way to wash one's face and explain the reasons for selecting a particular method.

Objective #4: The student will increase in the comprehension, application and analysis of the knowledge of HOW GOOD GROOMING IS RELATED TO GOOD CLOTHING REPAIRS AND HOW TO MAKE THESE REPAIRS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

21. List three commonly needed clothing repairs.

22. Explain the relationship between the clothes one selects and good appearance.

23. Demonstrate the three most common repairs mentioned in class.

24. Explain the overall importance of clothes care.

25. Evaluate repaired clothes for acceptable or unacceptable repair work.

26. List three ways in which one could develop skill in repairing one's own clothes.

27. Name four other aspects of one's appearance which must be considered before one is said to be in good appearance.

Objective #5: The student will increase in the ability to comprehend and apply the knowledge that MANY THINGS CAN BE MADE WHICH ARE USEFUL AND FUN by performing the following activities as measured by teacher and/or self evaluation.

Activities:

28. Explain the importance of a young girl's developing an interest in sewing.

29. List as many basic sewing skills as you can and give the most practical application of each.

30. Instruct others in several "Easy to Make" items from a list provided.

31. Give five examples of good workmanship techniques in sewing.

32. Distinguish between good workmanship techniques and wasteful workmanship qualities.

33. List three of the five criteria which must be met in developing good workmanship.

34. Describe the relationship between good workmanship, productivity, and task enjoyment.

Objective #6: The student will increase in comprehension and application of the knowledge that SIMPLE ARTICLES REQUIRE ACCURATE CONSTRUCTION by performing the following activities as measured by teacher and/or self evaluation.

Activities:

35. List the two requirements that must be met even in sewing the simplest articles.

36. Describe several ways in which one can learn to develop skill in straight stitching.

37. Explain the proper way to put up a hem.

38. Explain when it is necessary to cut a hem and when one can merely fold it over.

39. Make a very simple apron, demonstrating correct hem width, straight stitching, and pressing.

40. Given several simple articles of clothing made by classmates, evaluate them in terms of the requirements discussed in class and explained in the textbooks for the course.

41. Explain three common errors made by novice sewers in putting up hems or sewing seams.

Objective #7: The student will increase her ability to comprehend and apply the knowledge of THE MECHANICS OF THE SEWING MACHINE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

42. Describe how to thread a sewing machine correctly.

43. Explain how one who has never sewn before might develop a skill in operating a sewing machine.

44. Demonstrate proper care of the sewing machine.

45. Demonstrate how to machine stitch on swatches.

46. Describe several improvements which have been made in sewing machines in the past decade and explain how they have facilitated the operator.

47. Given a list of brand name sewing machines, select the most widely used in this country and give the reasons for their being preferred over other brands.

48. Name five materials supplementary to the sewing machine which are most often used in making an article of clothing.

Objective #8: The student will increase in the comprehension and application of the knowledge of and skill in USING THE SEWING MACHINE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

49. List five qualities of a skilled seamstress.

50. Describe the relationship between frequency of use and skill in operating the sewing machine.

51. Distinguish between good and poor stitching after viewing the work of several classmates.

52. Correct minor errors made with the sewing machine.

53. Explain the one which has proven most effective in the teaching of sewing skills of the three methods presented in class.

54. Describe the relationship, if any, between age of learning and the development of sewing skills.

55. Plan a lesson in teaching sewing skills.

56. Plan a unit of study for one of the age groups, given a list of age groups of girls interested in developing sewing skills.

Objective #9: The student will increase in knowledge of A PATTERN'S LANGUAGE AND USE by performing the following activities as measured by teacher and/or self-evaluation.

Activities:

57. Explain how a pattern should be laid out when a girl is ready to begin cutting her material.

58. Describe the relationship between a planned work pattern and creativity in one's own work.

59. Distinguish between hems and seams, and those which should be hand sewn and those which should be machine-sewn.

60. Use two fabric illustrations of construction processes.

61. Plan a project which would offer experiences in at least four of the mentioned skills given a list of sewing skills.

62. Explain one of the three sewing stitches demonstrated in class.

63. Define and illustrate five clothing terms or construction processes used in class.

Objective #1: The student will increase in the comprehension of the knowledge of HOW THE FAMILY AND ENVIRONMENT ARE FACTORS IN THE DEVELOPING PERSONALITY by performing the following activities as measured by teacher and/or self evaluation.

Activities:

1. Explain the relationship between family environment and personality development.
2. Describe the relationship between family interaction and the self concept of the child.
3. List the three outstanding characteristics of the personality enhancing home environment.
4. Explain the possible effects of a single parent family on a preschool child.
5. Explain this statement: "The best thing a man can do for his children is to love their mother."
6. Describe how the influence of the family unit on one's personality development has changed over the past twenty-five years.
7. Explain several ways in which a child may compensate for a lack of affection in his home environment.

Objective #2: The student will increase in the comprehension and analyzation of the knowledge that GOOD RELATIONS WITH THE FAMILY ARE VALUED FOR LIFE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

8. Explain the specific relevance of good relations with the family to the adolescent.
9. Explain the difference between demonstrative parents and those who cannot exhibit emotion freely, and the subsequent effects on their children.
10. Explain two of the ways affection can be expressed in the family.

11. Explain the consequences of either too free or too restricted a display of emotions among family members.

12. Tell how good family relations might aid or hinder one in solving two of these problems, given a list of conflicts most often encountered by adolescents.

13. Explain several reasons why family harmony is often disturbed when children reach their teens.

14. Describe the role the peer group plays in reinforcing or upsetting family stability.

Objective #3: The student will increase in ability to comprehend, and apply the knowledge of THE FAMILY AS A SOCIAL UNIT by performing the following activities as measured by teacher and/or self evaluation.

Activities.

15. Explain why the family is the most important institution in our society.

16. Define a nuclear family structure.

17. List and explain the four major functions of the family unit.

18. List three responsibilities once assumed by the family which have recently been handed over to the schools.

19. Distinguish between the structures and functions of the family unit in primary and secondary groups.

20. List several reasons for the decrease in responsibility a family now assumes for its children.

21. List three responsibilities a family must assume in relation to its community in order to maintain harmony between it and the community.

Objective #4: The student will increase in knowledge and comprehension of HOW VALUES, ATTITUDES, AND APPRECIATION ARE DEVELOPED THROUGH FAMILY LIVING by performing the following activities as measured by teacher and/or self evaluation.

Activities:

22. Explain the role of the family in the cultural transmission of values, attitudes, and appreciations.

23. Explain the current generation gap in terms of the transfer of values and attitudes among family members.

24. Describe the stereotype of a child whose parents do not display proper attitudes and values.

25. Define value.

26. Define attitude.

27. Given a list of values and attitudes prevalent in young people today, the student should be able to distinguish between the socially acceptable and the socially unacceptable.

28. Explain the relationship between the school and the family in transmitting values, attitudes, and appreciations to young people.

Objective #5: The student will increase in the comprehension of the knowledge and skill in PROMOTING UNDERSTANDING OF PERSONAL RIGHTS AND RESPONSIBILITIES OF THE INDIVIDUAL IN THE FAMILY, SCHOOL, AND COMMUNITY by performing the following activities as measured by teacher and/or self evaluation.

Activities

29. Explain how respect for others may be fostered in a family situation.

30. Describe the relationship between respect for other family members and individual responsibility to the family.

31. List five rights each member of the family should be able to enjoy as discussed in class.

32. Explain how one's interaction outside of the home will be affected by his lack of respect for those in his family.

33. Describe the relationship between respect for others and the socialization process.

34. Explain the two most effective ways of dealing with a disrespectful child in the classroom as illustrated in the text for this course.

35. Explain how schools are hindered as instruments of socialization if the family has failed to develop respect and consideration in its children.

Objective #6: The student will increase in the comprehension and application of the knowledge that DOING FOR OTHERS CAN PROVIDE SATISFACTION by performing the following activities as measured by teacher and/or self evaluation.

Activities

36. Explain how doing things for another family member can provide satisfaction, and tell why this satisfaction is intrinsically rewarding.

37. Name two ways in which doing things for other members of the family would not provide satisfaction.

38. Describe how doing things for other family members leads to a more harmonious home environment.

39. Explain how interpersonal relations outside of the home largely depend on the success or failure of those within the home.

40. Describe the relationship between satisfaction obtained by doing things for others and the growth of the child's self-concept.

41. Describe the relationship between self-concept and school achievement.

42. List five kinds of positive reinforcement with which parents can provide their children to show respect and consideration for other family members.

Objective #7: The student will increase in the application and analysis of the knowledge of skill in SHOWING CONSIDERATION FOR OTHERS TO PROVIDE HOMOGENEOUS RELATIONSHIPS by performing the following activities as measured by teacher and/or self evaluation.

Activities

43. The student should be able to explain how consideration for the needs and interests of others encourages more harmonious relationships.

44. Explain why the use of the telephone causes so many problems in the homes of teenagers.

45. Define empathy.

46. Explain how empathy in interpersonal relations could create a closer family environment or lasting and trusting friends

47. The student should be able to dramatize a discussion by family members on the problems of having to share one TV.

48. Explain why consideration for the needs and interests of others has hurt many people in our present society.

49. Name three ways in which arguments over TV programs may be solved.

Objective #8: The student will increase in the comprehension of the knowledge that MANNERS ARE BASED ON CONSIDERATION FOR OTHERS by performing the following activities as measured by teacher and/or self evaluation.

Activities

50. Explain what is meant by the term "good manners"

51. Explain the relationship between good manners and consideration for others.

52. Distinguish between polite and impolite manners, given a list of patterns of behavior common to teenagers.

53. Of the two extreme methods of teaching good manners presented in class, explain the one which has proven most effective and give two reasons for its success.

54. List three actions a polite teenager would be expected to take when introduced to an adult for the first time

55. Name at least two activities characteristic of the polite male which would not be becoming to the polite female.

56. Explain why it is essential for good manners to be internalized by the child by the time he reaches his teen years.

Objective #9: The student will increase in the comprehension and the ability to apply the knowledge that ONE'S BEHAVIOR REFLECTS ONE'S HOME by performing the following activities as measured by teacher and/or self evaluation.

Activities:

57. Explain how one's action outside the home reflects his home environment.

58. Explain the importance of parents' setting a good example for their children in terms of consideration for the needs and interests of others.

59. Dramatize the correct way to answer a door.

60. Distinguish between polite and impolite telephone manners.

61. Explain the problems the school must face in dealing with children whose families have different values and standards than those represented by the school.

62. Explain the validity of the following statement: "As people grow older, they grow kinder."

63. List eight qualities of the socially acceptable person.

Objective #10: The student will increase in the comprehension and application of the knowledge that CONSIDERATION FOR OTHERS IS THE BASIS OF GOOD RELATIONSHIPS by performing the following activities as measured by teacher and/or self evaluation.

Activities

64. Describe several ways in which girls can show consideration for other family members in their daily living.

65. Explain how consideration for others may affect an individual in the business world.

66. Explain how the school system has so overemphasized good manners as to deprive the child of his individuality.

67. Describe the relationship between age and the development of consideration for others.

68. List two of six telephone manners which teenagers should consider when making or receiving calls.

69. List the five traits characteristic of a considerate individual.

70. Explain the most common way to make an individual want to be considerate of others.

Objective #11: The student will increase in the comprehension, application and analysis of the knowledge of THE CODES OF BEHAVIOR GOVERNING DIFFERENT CULTURES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

71. Explain why it is necessary to have codes of behavior governing the people in our society.

72. Identify seven traits that make a person well-liked.

73. Define a social norm.

74. Distinguish between norms and folkways.

75. Describe how representatives of two different cultures studied would react in a given situation.

76. Define anomoly and explain its consequences to a culture.

77. Explain what happens in a school environment when the cultural and social aspects of it have undergone a marked change, but when the codes of behavior governing its people have not changed.

Objective #12: The student will increase in the ability to comprehend, apply and analyze the knowledge of and skill in DEVELOPING A FRIENDSHIP WHICH WILL CONTRIBUTE TO ONE'S HAPPINESS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

78. Distinguish between friends and acquaintances.

79. List four traits that must be possessed by both individuals involved in order that a friendship be established between them.

80. Distinguish between short-term and lasting friendships, and explain why the former are usually unstable relationships.

81. Define gossip and explain its influence on friendship.

82. List the seven most outstanding characteristics of the friendless person.

83. Explain self-giving as a necessary element in friendship.

84. Explain why a conscious effort is needed in order to gain and keep friends.

85. Describe the importance of adult friends to teenagers.

86. List four conflicts which can arise in friendship.

87. Pinpoint the two most frequent problems involved in being a friend.

88. Explain how family responsibilities may stop a young girl from contributing as much as she would like to a friendship.

89. Describe how one close friendship can completely alter one's outlook on life.

90. Explain two kinds of friendships needed by the teenager.

91. Explain the relationship between friendship and personal happiness and satisfaction.

Objective #1: The student will increase in the ability to comprehend and apply the knowledge of THE DEVELOPMENT OF STANDARDS OF CLEANLINESS IN THE FOOD LABORATORY by performing the following activities as measured by teacher and/or self evaluation.

Activities:

1. Describe three ways in which one can develop standards of cleanliness necessary in the foods laboratory.
2. List four standards of cleanliness necessary in the foods laboratory.
3. Explain the importance of a clean foods laboratory and careful work habits in terms of health and convenience.
4. Describe the relationship between safety in the kitchen area and a clean foods laboratory.
5. Demonstrate the use and care of a range.
6. List seven supplies used in one's daily care of a kitchen.
7. Explain why cleanliness, safety, and comfort are important when handling food.
8. Distinguish between girls with adequate standards of cleanliness and girls with inadequate standards after observing several girls.
9. List five safety precautions which should always be used in the foods laboratory.
10. Prepare a checklist of rules for cleanliness of the foods laboratory.
11. List four rules of individual cleanliness which must be observed when working with or near foods.
12. List four techniques which might be useful to one in a foods laboratory aside from cleanliness, safety, and comfort.

13. List two habits commonly observed in a foods laboratory.

Objective #2: The student will increase in the comprehension and application of the knowledge of THE HAZARDS INVOLVED IN THE FOODS LABORATORY OR HOME KITCHEN by performing the following activities as measured by teacher and/or self evaluation.

Activities:

14. Explain how a foods laboratory could be considered a hazardous place.

15. List four kitchen utensils which could be extremely dangerous if not used wisely.

16. List two major appliances which could be particularly dangerous for children.

17. Explain the difference between safe and unsafe kitchen appliances and describe the possibility of each appliance as having the potential for both.

18. Demonstrate the proper use of knives.

19. Explain several uses of a range.

20. Demonstrate the proper care of an oven.

Objective #3: The student will increase in the comprehension of the knowledge of PLANNED STORAGE IN RELATION TO KITCHEN EFFICIENCY by performing the following activities as measured by teacher and/or self evaluation.

Activities:

21. Explain the meaning of planned storage.

22. Explain how planned storage makes one's work easier.

23. Describe an equipment list.

24. Write an equipment list for each storage area in the classroom.

25. Name two advantages of planned storage aside from making one's work easier.

26. List one advantage of planned storage.

27. Describe the type of equipment that belongs in a given storage area.

Objective #4: The student will increase in the ability to apply and analyze knowledge of GOOD WORK HABITS IN THE FOODS LABORATORY OR HOME KITCHEN by performing the following activities as measured by teacher and/or self evaluation.

Activities.

28. Distinguish between good and poor habits within the foods laboratory.

29. Describe four good habits in using and caring for foods laboratory equipment.

30. Describe several habits which might save breakage.

31. Explain how good habits could prevent breakage.

32. Analyze a given newspaper or magazine article on safety in the home kitchen.

33. Name several other advantages of good habits in the foods laboratory.

34. Describe three habits which would be considered poor as well as dangerous in the kitchen.

Objective #5: The student will increase in the comprehension and application of the knowledge that PROPER CARE EXTENDS THE LIFE OF FOODS EQUIPMENT by performing the following activities as measured by teacher and/or self evaluation.

Activities:

35. Explain the most essential factor in determining the life of foods laboratory equipment.

36. Explain how one can develop the ability to use and care for foods laboratory equipment properly.

37. Plan a 10-minute lesson using three major kitchen appliances.

38. List three advantages of separate stove and oven facilities.

39. Prepare a full course meal lacking access to an oven.

40. Plan a bulletin board of utensils needed for a particular snack.

41. Spell the names of all the kitchen equipment mentioned in class.

Objective #6: The student will increase in the comprehension and application of the knowledge of and skill in THE ABILITY TO PLAN AND WORK TOGETHER AS A MEMBER OF A GROUP by performing the following activities as measured by teacher and/or self evaluation.

Activities:

42. Describe the importance of developing the ability to plan and work as a group member.

43. Explain three advantages of working with others.

44. Describe three advantages of group work within the foods laboratory.

45. Explain how working with others may lead to a greater understanding and appreciation of them.

46. Develop a time clock for cleaning within each group.

47. Plan a schedule for the group so that each girl has a task, but does not duplicate someone else's task.

48. Apply group work within the foods laboratory by performing a situation established by the teacher.

Objective #7: The student will increase in the comprehension of the knowledge of GOOD EATING HABITS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

49. Summarize what is meant by good eating habits.

50. List five good eating habits.

51. Describe why it is important for a child to develop good eating habits at an early age.

52. Explain the relationship between good eating habits and good health.

53. Classify foods according to the Basic Four given a list of food items.

54. Explain the importance of good eating habits in relation to one's psychological health.

55. Distinguish between good eating habits and poor ones.

Objective #8: The student will increase in the ability to comprehend and apply the knowledge of and skill in SETTING AN ATTRACTIVE TABLE AS DETERMINED BY THE MENU by performing the following activities as measured by teacher and/or self evaluation.

Activities:

56. Provide a list of dinnerware in its proper order of use.

57. Set a table properly.

58. Serve a meal attractively according to the criteria set in class.

59. Describe the advantages of a neat and attractively set table.

60. Describe the relationship between an attractively set table and one's enjoyment of the meal served.

61. Demonstrate setting up a cover.

62. Provide two reasons for placement based on a given menu.

63. Describe eye-appeal in relation to foods.

64. Explain why all meals should be served attractively.

65. List three foods which are most difficult to serve attractively.

66. Demonstrate service for a family style meal.

67. Provide several ways in which a particular food item might be served attractively.

68. List three reasons why a woman should be as particular in serving her family as she is in serving outside guests.

69. Describe two differences between formally served meals and family style meals.

70. Use flowers and/or another centerpiece to add to the attractiveness of a table.

Objective #9: The student will increase in the comprehension and application of the knowledge of and skill in the USE OF GOOD TABLE MANNERS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

71. Contrast the table manners of the United States and other countries.

72. Define good table manners.

73. Describe seven good table manners.

74. List four poor table manners.

75. Describe the importance of one's developing good table manners at an early age.

76. Describe the parents' role in stressing good table manners for their children.

77. Provide two reasons for each expected behavior at the dinner table.

78. Describe the peripheral value of manners learned in school.

79. List four table manners which are best taught at home.

80. List three table manners which could be taught at home or in school equally well.

81. Develop a set of standards for chewing with the lips closed.

82. Explain why speaking in low tones is considered a good table manner.

83. Develop a set of standards for swallowing food before drinking.

Objective #10: The student will increase in the ability to comprehend and apply the knowledge of and skill in THE TECHNIQUES OF ACCURATE MEASUREMENT IN RELATION TO MODERN RECIPES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

84. Distinguish between modern recipes and those used many years ago.

85. Explain why modern recipes use exact measurements.

86. Explain the importance of accuracy of measurement in preparing a recipe.

87. Demonstrate the use of correct measurements.

88. The abbreviations for all the common measuring terms introduced in class should be learned.

89. Make a food item using one of the modern recipes given in class.

90. List the various measuring equivalents taught in class.

Objective #11: The student will increase in the comprehension and application of the knowledge of and skill in PREPARING SOME SIMPLE FOOD ITEMS FROM THE BREAD-CEREAL FOOD TYPE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

91. List ten foods which would fall in the same category as bread in the Basic Four.

92. Define energy.

93. Explain the function of the cereal group.

94. Describe the groups of foods to which breads and cereals belong.

95. List three quickbreads that have been demonstrated in class.

96. List four common breakfast foods which fit into the carbohydrate group.

97. Tell how many servings are required daily within the carbohydrate group.

98. Prepare eight simple foods demonstrated in class.

99. List twenty sandwich fillings suitable for lunches.

100. Prepare three breads for a snack or dessert.

101. Prepare one dessert quickbread with fruit.

102. Name five foods in the cereal group which can easily be prepared by a beginner, with or without additions.

103. List five characteristics of the cereal group.

104. Name three foods in the cereal group which are available in convenient form.

Objective #12: The student will increase in the comprehension and ability to apply the knowledge of and skill in PREPARING SOME SIMPLE FOOD ITEMS FROM THE FRUIT AND VEGETABLE FOOD TYPE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

105. Explain the importance of fruits and vegetables to one's daily diet.

106. Tell how many servings of fruits and vegetables are required in one's daily diet.

107. Define protective foods.

108. Use raw fruits and vegetables to prepare each of three meals.

109. Name three kinds of salads made in class using fruits and vegetables.

110. List eight fruits.

111. List eleven vegetables.

Objective #13: The student will increase in the comprehension of the knowledge of and skill in PREPARING SOME SIMPLE FOOD ITEMS FROM THE SNACKS FOOD GROUP by performing the following activities as measured by teacher and/or self evaluation.

Activities:

112. Distinguish between snacks which are nutritional and those which are not and provide an example of each.

113. List four foods commonly used for snacks.

114. List three foods which are appetizing, but are not nutritionally good.

115. Distinguish between a snack and a meal.

116. Develop simple meal patterns.

117. Prepare four snacks which are both appetizing and nutritionally good.

118. After preparing a snack, classify each item eaten into one of the Basic Four food groups.

Objective #14: The student will increase in the comprehension and application of the knowledge of and skill in THE USE OF THE BASIC FOUR GUIDELINE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

119. List the Basic Four.

120. Explain the significance of a Basic Four diet.

121. Plan a light luncheon according to the Basic Four diet.

122. Tell how many servings an individual requires daily from each food group within the Basic Four.

Objective #1: The student will increase in the comprehension of the knowledge of HER OWN CONTRIBUTION TO HER HOME AND AN UNDERSTANDING OF THE CONTRIBUTIONS OF OTHERS by completing the following activities as measured by teacher and/or self evaluation.

Activities:

1. List all the things families do to keep the household running smoothly.

2. Explain why it is essential that each family member assume some responsibilities in the home.

3. List several habits that should be cultivated by teenagers so that they will fulfill their responsibilities in keeping their home neat and clean.

4. List the most usual tasks assigned to each member of the family in terms of the division of labor in the home, given a typical nuclear family model.

5. List three sociological changes which have been effected in recent years and which have necessitated a division of labor within the family unit.

6. Aside from the obvious advantage of a neat and clean home, explain two further advantages of division of labor within many households.

7. List and explain several adverse conditions which might arise if young people were to neglect their responsibilities at home.

Objective #2: The student will increase in the comprehension and analyzation of the knowledge of HOW BEING RESPONSIBLE AND SHARING IN THE JOB LOAD LEADS TO FAMILY HARMONY by completing the following activities as measured by teacher and/or self evaluation.

Activities:

8. Name the most essential factor in bringing about harmonious family living and explain it in terms of individual responsibility.

9. Explain the concept of cooperation for simplification.

10. List and explain four fundamental tasks in home management which must be internalized before one can successfully head a household.

11. Explain the validity of the statement, "The day just isn't long enough." in terms of proper planning of time and activities.

12. Explain one possible effect of the cohesiveness of the family unit if individual members do not accept their duties willingly and perform them well.

13. Distinguish between those in which cooperation among family members is present and those in which it is lacking after viewing several short films depicting different aspects of family living.

14. Explain the positive and negative aspects of offering instruction in tasks of home management to young boys as well as girls in our society.

15. Explain the role of the teenager in helping to care for the home.

16. List five special abilities teenagers are said to have in terms of home management.

17. Explain how the teenager's special abilities in home management can add to family happiness and well-being.

18. Name the three jobs most preferred by girls and explain how one could get her parents' approval to do each job.

19. Devise a list of tasks for home care and explain the responsibilities necessary for each to be successfully completed.

20. Plan an organized pattern of caring for it, given a room or one particular area in a home.

21. List the major responsibilities teenage girls must assume in the home according to data collected in class.

22. Explain the importance of orderliness of one's belongings in terms of a precedent for friends to follow.

23. Tell what is the most agreed upon age that girls should begin orderly habits as debated in class.

24. List three factors which influence when girls assume responsibility in home management.

Objective #3: The student will increase in the comprehension of the knowledge of NEW SCIENTIFIC METHODS OF HOME CARE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

25. Explain one of the major new discoveries in science which facilitated improvements in home care.

26. Differentiate between present-day methods of cleaning as facilitated by improved technology and those of the past.

27. Differentiate between technology which is necessary in home care and that which is merely convenient.

28. Explain the importance of having specific tools designated to aid in specific tasks within the home.

29. Name at least four tools used in managing a household which have been introduced on the market within the past ten years.

30. List two instruments which have been replaced in the last 25 years and explain why they would be inadequate in today's modern home.

Objective #4: The student will increase in knowledge and comprehension of THE CORRECT CLEANING TECHNIQUES, TOOLS, AND SUPPLIES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

31. Name the most essential characteristic an individual must possess if she is to select the best method of home care.

32. List five of the seven basic cleaning tools.

33. Explain the operation and usefulness of at least two supplies for doing household tasks.

34. Distinguish between the uses of brooms, mops, and sponges.

35. Name the correct tools, supplies, and methods used for a given list of tasks.

36. Name three tools which might be used to wash a floor.

Objective #5: The student will increase in the comprehension and application of the knowledge of and skill in ADOPTING CLEANING METHODS TO SUIT INDIVIDUAL NEEDS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

37. Explain how an individual can develop good judgment in developing methods of performing household tasks.

38. Perform a specific task at least to the acceptable level given the proper tools.

39. Explain why people adopt certain methods of performing tasks.

40. Explain why he used the methods he did and the problems, if any, he encountered as a result of these choices.

41. Name three factors that a good housekeeper should consider in selecting a particular method of performing a task.

42. Demonstrate the most effective use of each on a list of cleaning supplies.

43. Name several possible disadvantages of being too methodical about one's tasks.

Objective #6: The student will increase in the ability to comprehend and apply the knowledge of and skill in USING CLEANING PRODUCTS AND METHODS TO SIMPLIFY WORK by performing the following activities as measured by teacher and/or self evaluation.

Activities:

44. List several conditions under which bleach should not be used.

45. Explain two of the four techniques discussed which can be used for a variety of surfaces.

46. Describe the most outstanding benefit of trying new products and experimenting with new methods.

47. The student should be able to make a bed properly and in the least amount of time possible.

48. Prepare a cleaning basket for the home.

49. Make a housekeeping apron.

50. Explain several ways in which trying new products and methods may simplify one's work.

51. Disarrange and rearrange a room according to accepted standards.

52. Work out a schedule of daily tasks using the most effective methods of task fulfillment.

Objective #7: The student will increase in the comprehension of the knowledge of THE RELATIONSHIP BETWEEN ORGANIZATION AND SIMPLIFIED, ENJOYABLE WORK by performing the following activities as measured by teacher and/or self evaluation.

Activities:

53. Distinguish between characteristics of tidy and untidy young girls.

54. Explain the relationship between the housekeeping habits of a mother and those her daughters are likely to develop.

55. Explain how confusion, tension, and anger can be easily reduced in a home.

56. List some of the problems a young girl may encounter as a future housekeeper if she fails to exhibit tidiness, cleanliness, and proper planning habits early in her life.

Objective #8: The student will increase in the ability to comprehend and apply the knowledge of PLANNED STORAGE IN RELATION TO EASIER WORK CONDITIONS AND HARMONIOUS FAMILY RELATIONS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

57. Describe the turmoil that could develop in a family if individual members were sloppy and thoughtless with their belongings.

58. Explain the relationship of established storage and placement of belongings to family harmony.

59. List three ways in which this class encourages orderliness, and consideration for others' belongings.

60. Distinguish between safe and unsafe places of storage for a given set of supplies used in home management.

61. Act out a short skit depicting tidiness before leaving for school in the morning.

62. Describe three ways in which proper placement of belongings can be instilled in small children.

Objective #9: The student will increase in the ability to comprehend, apply and analyze the knowledge of the BENEFITS DERIVED FROM SHARED RESPONSIBILITY IN THE CARE OF THE HOME by performing the following activities as measured by teacher and/or self evaluation.

Activities.

63. List and explain all the benefits of shared responsibility mentioned in class.

64. Offer alternative patterns of behavior for the family members to improve the orderliness of their household after viewing a film on family living.

65. Describe some of the problems that might be encountered if three girls had to share a one-room apartment.

66. Describe the benefits of shared responsibility in terms of family cohesiveness.

67. Explain the relationship between shared responsibility and family size.

68. Describe the relationship between shared responsibility and the number of family members who work.

69. Evaluate her own home in terms of cleanliness, attractiveness, and satisfaction and offer ways of improving in each area.

Objective #1: The student will increase in the application of the knowledge of HER OWN FEELINGS BY STUDYING THE DEVELOPMENT OF SMALL CHILDREN by performing the following activities as measured by teacher and/or self evaluation.

Activities:

1. Explain three reasons why the study of child development is so essential.
2. Explain how studying the development of small children aids a girl in understanding herself and her feelings more clearly.
3. List the four general ways in which an individual grows.
4. List the four major determinants of the changes in emotional make-up an individual undergoes.
5. When presented with pictures of friends at age three, the student should be able to describe the physical changes that have since taken place.
6. Describe the major behavioral changes that take place between the ages of one and six.
7. Explain ages one through six in terms of the "critical periods" in one's development.
8. Relate the significance of her early childhood experiences to her present development.

Objective #2: The student will increase in the comprehension of the knowledge of THE SEQUENCE OF PHYSICAL GROWTH IN SMALL CHILDREN by performing the following activities as measured by teacher and/or self evaluation.

Activities.

9. List the general characteristics of child growth and development.
10. Explain the orderly sequence of development in physical growth.

11. Identify the developmental tasks of the age levels being studied.

12. Identify the level of development of a child's behavior characterizations given descriptions of children responding to various situations.

13. List the average heights and weights of children from birth to five years.

14. Explain the importance of good eating habits to a child's physical development.

15. List several positive and negative factors which foster or inhibit healthy physical or emotional growth.

Objective #3: The student will increase in the comprehension and application of the knowledge of HOW CHILDREN DEVELOP BY OBSERVATION by performing the following activities as measured by teacher and/or self evaluation.

Activities:

16. List and explain the two most effective ways of learning how children develop.

17. Explain how a child's interaction with other children contributes to his development.

18. Distinguish between effective and ineffective methods which have been used to learn about child development.

19. List two ways in which a child's development can be measured.

20. Given a description of a child's reaction to the same situation at age 2½ and again at age 5, explain the emotional development of the child during the 2½ year interim.

21. Explain several psychological effects that a child who does not develop "normally" may suffer.

22. Relate the significance of his early childhood experiences to his present development.

Objective #4: The student will increase in the ability to comprehend the knowledge of THE SOURCES OF CHILD CARE INFORMATION by performing the following activities as measured by teacher and/or self evaluation.

Activities:

23. Name five sources of information about child development available to students.

24. List several sources of information about children and their development that are likely to be inaccurate.

25. List and explain three of the six factors in developing a classroom atmosphere favorable to the development of positive self-concepts in nursery school children.

26. List several criteria for the child's development that the school cannot provide, after observing nursery school activities over a given period of time.

27. List the qualifications necessary for a nursery school teacher.

28. Explain the relationship of teacher attitudes to the child's self-concept in pre-school grades.

29. Explain the idea of evaluating a child's development by observations.

Objective #5: The student will increase in the comprehension of the knowledge of TYPICAL BEHAVIOR PATTERNS FOR DIFFERENT AGE LEVELS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

30. List four reasons why children do not develop at the same rate.

31. Explain why it is said that the behavior of all children is a developmental process.

32. Explain at least two environmental factors which could hinder a child's proper development.

33. Describe procedures which may be used to aid the poorly adjusted child in his development.

34. Distinguish between the developmental needs of the infant and toddler.

35. Describe the developmental needs of the newborn which can only be satisfied by the mother.

36. Name two problems that may ensue for a child if his physical development is not proportional to his emotional and intellectual development.

Objective #6: The student will increase in the comprehension and analyzation of the knowledge that A CHILD'S DEVELOPMENT IS DEPENDENT UPON HIS MIND AND BODY BEING KEPT BUSY by performing the following activities as measured by teacher and/or self evaluation.

Activities:

37. Explain the importance of occupying a child's time with meaningful activity.

38. Distinguish between activity which is beneficial to the child's growth and that which is not.

39. Explain, "Play is the main business of childhood."

40. Describe several ways in which learning activities may be presented to a child as play activities.

41. List four major problems which might arise concerning the child's development were he not given sufficient time to explore objects in the environment about which he is curious.

42. Explain two ways in which a mother could meet her child's demands for attention and activity without having to abandon her entire day to entertaining the child.

43. Given a particular play situation in the child's home, describe its significance in terms of his later development.

44. Summarize what is meant by "play materials."

Objective #7: The student will increase in the ability to comprehend and apply the knowledge that GOOD PLAY MATERIALS NEED NOT BE EXPENSIVE TOYS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

45. List several objects which are not toys and can still be used as play materials by the child.

46. Distinguish between appropriate and inappropriate play materials for various age levels.

47. Explain the various developmental effects of the many educational toys now available for preschool children.

48. Name six objects or play materials widely used by children which appear to contribute significantly to their growth and development.

49. List five play materials that are most popular among three year olds.

50. Describe two disadvantages which have become evident when parents provide their children with only the largest, most expensive toys sold.

51. Explain the relationship, if any, between the amount of money spent for a toy and its importance to the child's development.

Objective #8: The student will increase in the ability to comprehend and evaluate the knowledge of WHAT TOYS ARE POORLY CHOSEN AND SOMETIMES HARMFUL FOR THE CHILD by performing the following activities as measured by teacher and/or self evaluation.

Activities:

52. Name several "types" of toys which could be harmful to small children.

53. Describe some measures which could be taken to eliminate the purchase of unnecessarily costly and dangerous toys.

54. Explain the relationship, if any, between the amount of money spent for a toy and its importance to the child's development.

55. Describe inappropriate toys for children from the selection observed in class.

56. Explain what constitutes a poorly chosen toy for a particular child.

57. Name three toys which would definitely be dangerous for a two-year old's use.

Objective #9: The student will increase in the comprehension and application of the knowledge that PLAY MATERIALS SHOULD STIMULATE CURIOSITY AND CREATIVITY by performing the following activities as measured by teacher and/or self evaluation.

Activities:

58. Recognize the importance of curiosity in a child's behavior.

59. Recognize the different levels of creativity as they exist in children.

60. Explain the relationship between curiosity, creativity, and child development.

61. Construct play materials which would stimulate curiosity and creativity in young children, given a collection of very familiar objects.

62. Explain the importance of early creative thinking ability to one's later intellectual performance.

63. Describe the fixation which might occur within a child if the objects in his immediate environment do not challenge and excite him.

64. List all the toys in a picture of a nursery school setting which are not appropriate for a four year old's use.

65. Explain why providing a child with too many toys and play materials at any given time could stunt his creative tendencies.

Objective #10: The student will increase in the ability to apply and evaluate the knowledge of the PHYSICAL AND SOCIAL VALUE OF CHILDREN'S TOYS by performing the following activities as measured by teacher and/or self evaluation.

Activities.

66. Of two given different children's toys, explain the physical and social values.

67. Describe the relationship that could possibly exist between a toy's physical and social value.

68. Explain the relationship between the social value of a toy the child uses and the frequency with which he uses it.

69. Describe several ways in which one can detect how highly valued a particular toy is to a child.

70. Identify the role of parents in attaching physical and social value to their children's toys.

71. State how much social value the child gives to a toy, after observing a child at play with a particular toy.

72. Explain how the values young children attach to their play materials relate to attitude formation and behavior in later years.

Objective #11: The student will increase in comprehension of the knowledge that CHILDREN SHOULD BE TAUGHT RESPONSIBILITY FOR PERSONAL BELONGINGS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

73. Explain the importance of teaching children to be tidy.

74. List several approaches which can be taken in teaching children a proper place to store their toys.

75. Name three places in your home which could be used to store children's toys.

76. Explain how failure to clean up after himself could lead to other unbecoming character traits in the child's development.

77. List three ways in which parents could set a precedent of tidiness for their children.

78. Distinguish between safe and unsafe places of storage for a child's play materials.

79. Explain the relationship between tidiness and the development of responsibility in children.

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Objective #12: The student will increase in the ability to comprehend the knowledge of WHEN AND HOW GROUP GAMES SHOULD BE INTRODUCED INTO A DEVELOPING CHILD'S PROGRAM by performing the following activities as measured by teacher and/or self evaluation.

Activities:

80. List the six purposes of group games.

81. Describe the procedures used in carrying on group games.

82. Explain why toddlers are not ready to participate in group games.

83. Name two games and/or activities which would be appropriate for a party of three year olds, and explain why they would not be appropriate for a group of toddlers.

84. Explain the idea of learning through games.

85. List five factors important in the development of learning group games.

86. Explain the purpose and procedure of role playing in group games.

Objective #13: The student will increase in the comprehension, application, and analyzation of the knowledge that CHILDREN ENJOY AND UNDERSTAND RHYTHM AND HARMONY WHEN ENCOURAGED TO PARTICIPATE IN MUSICAL GAMES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

87. Describe the procedures used in carrying on two musical games for children.

88. List three reasons why children enjoy rhythm and harmony when encouraged to participate in musical games.

89. Explain why toddlers would not be appreciative of the value of musical games.

90. State and explain two viewpoints on the value of children's records as presented in class.

91. Explain how encouraging such things as creative dancing and rhythmic movement contribute to the child's creative abilities in other areas.

92. After listening to a particular type of music and observing children's reactions to it, the student should be able to draw three conclusions about the relationship between the music and the children's behavior.

93. Tell for which age group a particular kind of music would be appropriate.

94. Plan a music party for a six year old.

Objective #14: The student will increase in the comprehension and application of the knowledge that children LEARN TO READ AND ENJOY IT BY BEING READ TO AND ALLOWED TO ACT OUT THE STORIES PROVIDED THEY ARE WELL CHOSEN AND WELL TOLD by performing the following activities as measured by teacher and/or self evaluation.

Activities:

95. Name three ways in which children can learn to enjoy reading.

96. Distinguish between suitable and unsuitable children's stories according to the age of the child.

97. List three criteria for reading stories to children properly.

98. List four criteria for appropriate stories for a two year old.

99. Select stories to be read to a group of small children on the basis of criteria deemed appropriate for that particular age group.

Objective #15: The student will increase in the ability to comprehend the knowledge of HOW ATTITUDES TOWARD OTHERS AND THE WORLD ARE DEVELOPED AT AN EARLY AGE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

100. List ten common factors which contribute to the formation of attitudes and behavior toward the world and other people at an early age.

101. Explain the influence of television in developing children's attitudes toward minority groups.

102. Name three of the best-rated children's programs available on TV and explain why they are so highly regarded.

103. List four negative effects television can have on children.

104. Explain the problem of indoctrination of innocent and naive minds by some television programs and commercials and give two examples to support your statements.

105. Give two examples of movies shown in class that a group of young children should not be exposed to and provide reasons to support your choices.

106. Given a list of well-known television programs, the student should be able to distinguish between those which might contribute to a child's healthy development and those which might have a bad influence on his development.

Objective #16: The student will increase in the application and evaluation of the knowledge of and skill in PLANNING AND GIVING A CHILDREN'S PARTY by performing the following activities as measured by teacher and/or self evaluation.

Activities:

107. List five criteria which might be considered in planning a party for young children.

108. Plan and carry out a children's party at school as a way of measuring what has been learned from this unit of study.

109. Evaluate the goals accomplished after planning a children's party.

110. Name three ways one can measure the success or failure of a children's party.

111. Explain the importance of actually planning a children's party as opposed to merely studying the various ways it can be done.

112. Summarize the eleven major issues presented in this unit.

Objective #17: The student will increase in the comprehension of the knowledge of THE RESPONSIBILITY OF THE EMPLOYER AND THE BABY SITTER by performing the following activities as measured by teacher and/or self evaluation.

Activities:

113. Explain what is wrong with the term "babysitter."

114. List the four outstanding character traits parents should consider in selecting a babysitter.

115. Explain the importance of good understanding between the child's parents and his sitter.

116. List five conditions which must be understood by the parent and sitter before the latter should be left with the children.

117. List five qualities of a good babysitter.

118. Describe the view presented in class concerning babysitting as a paid job.

119. Explain the negative effects on the child's development that might occur if an irresponsible girl is left with the child.

120. Explain why it is so essential for a babysitter to be responsible and pleasing.

121. List three do's and three don'ts concerning the conduct of babysitters.

122. Distinguish between activities that characterize a responsible girl and those which do not, given a list of activities in which a babysitter could engage.

123. Explain the view expressed in class concerning the age of the babysitter selected in relation to the age of the children.

124. List three restrictions agreed upon by all after listening to a panel of young parents and students discussing restrictions of babysitting.

125. List three problems a babysitter faces and provide one solution to each.

126. Explain why it is not wise for a young babysitter to entertain guests while she is sitting.

127. Name three activities in which a babysitter should not engage while working with children.

128. Explain why babysitters should not entertain friends or have long phone conversations while children are playing in the house.

Objective #18: The student will increase in the ability to comprehend the knowledge and skill of CARING FOR CHILDREN by performing the following activities as measured by teacher and/or self evaluation.

Activities:

129. Name the major responsibilities undertaken by a babysitter.

130. Explain the relationship between the behavior displayed by a babysitter and the child's attitude and behavior in her company.

131. Describe four skills a babysitter should have when she enters a job.

132. Explain the most effective method of gaining knowledge about babysitting as presented in class.

133. List three approaches a babysitter could take in dealing with a discipline problem.

134. Explain the most effective method of dealing with uncooperative children.

135. Explain why it is not always wise to threaten a child who will not cooperate with a babysitter.

136. Describe the procedure of a responsible babysitter in case of an accident.

137. Name two games a babysitter could play with the child that would be both safe and enjoyable.

138. Explain the importance of knowledge of potential home hazards.

139. Explain how written directions are helpful when caring for children.

Objective #19: The student will increase in the comprehension of the knowledge of CHILD SAFETY AND HAPPINESS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

140. List and explain three approaches a babysitter can use to keep the children for whom she is responsible safe and happy.

141. Distinguish between those activities of a babysitter which should keep children safe and happy and those which might be dangerous or unpleasant for him.

142. List several effective measures which can be employed by the babysitter to keep children safe and happy.

143. Explain a babysitter's first responsibility.

144. List five home hazards commonly found.

145. List four safety rules for child care.

146. Describe two accidents which could result from carelessness and tell how they might be prevented.

Objective #20: The student will increase in the application and evaluation of the knowledge and skill of SAFE PLAY MATERIALS FOR CHILDREN by performing the following activities as measured by teacher and/or self evaluation.

Activities:

147. Know games that are meaningful for different age groups in order to choose appropriate ones for a babysitter.

148. Name three individual games the babysitter could play with a child and evaluate them in terms of meaningfulness to the child.

149. Name six objects a babysitter could bring for a child in order for him to occupy himself.

150. Make kits suitable for use in caring for different aged children.

Objective #21: The student will increase in the comprehension and application of the knowledge and skill involved in PREPARING A BABY SITTER'S HANDBOOK by performing the following activities as measured by teacher and/or self evaluation.

Activities:

151. Explain how written directions are helpful when caring for children.

152. List four helpful hints to be considered by a babysitter.

153. Prepare a babysitter's handbook.

154. List two methods of caring for children which might be helpful in addition to the use of written directions.

Objective #1: The student will increase in the ability to comprehend and apply the knowledge that FASHIONS AND TRENDS CHANGE, BUT GOOD DESIGN REMAINS FUNDAMENTAL by performing the following activities as measured by teacher and/or self evaluation.

Activities:

1. Explain the importance of one's developing an awareness of proper clothing selection.
2. Explain how one can develop an awareness of proper clothing selection.
3. List two things that every individual should consider in selecting clothing.
4. Interpret the meaning of "FAD".
5. Summarize what is meant by fashion.
6. Translate style as it exists in fabric.
7. Explain the following statement: Fashions and trends are always changing, but the ideas upon which good design is based do not change.

Objective #2: The student will increase in the comprehension and analyzation of the knowledge of and skill in RELATING COLOR TO ONE'S SELF by performing the following activities as measured by teacher and/or self evaluation.

Activities:

8. Define self-analysis.
9. Explain the importance of self-analysis in relation to the psychological effect on the wearer of the color he or she chooses.
10. List the three primary colors.
11. List the three secondary colors.
12. Use fabric bits to analyze color in hair.

13. Use fabric bits to analyze the color in eyes.

14. Use fabric bits to analyze the texture which complements the personality of the wearer.

Objective #3: The student will increase in the comprehension of the knowledge of and skill in USING OPTICAL ILLUSIONS TO ONE'S ADVANTAGE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

15. Explain what are optical illusions.

16. Explain how wise use of lines formed by the silhouettes, construction, and decoration create optical illusions.

17. Explain the design of a given garment.

18. Distinguish between good and poor garment construction.

19. Explain the advantage of vertical lines to the heavy silhouette.

20. Explain the advantage of horizontal lines to the slender silhouette.

21. Explain the effect of proportion on optical illusion.

Objective #4: The student will increase in the ability to comprehend and apply the knowledge of PEER GROUP INFLUENCES IN CLOTHING SELECTION by performing the following activities as measured by teacher and/or self evaluation.

Activities:

22. Explain the influence of peer groups in determining one's dress.

23. Explain why peer group influences are often in conflict with family desires.

24. Explain what might happen when peer group influence is in contradiction to family desires.

25. Explain three possible solutions to conflicts which may arise as a result of peer groups influence being in opposition to family desires.

26. Summarize what is meant by role playing.

27. Construct a bulletin board on the following theme: "Dressing for the Job".

28. Explain when it is that peer group influence has the strongest impact on most individuals and why this is so.

Objective #5: The student will increase in the comprehension and application of the knowledge of CLOTHING PURCHASES IN RELATION TO THE FAMILY BUDGET by performing the following activities as measured by teacher and/or self evaluation.

Activities:

29. Explain the relationship between clothing purchases and the family budget.

30. Explain the relationship between cost of clothing and difficulty of construction.

31. Explain the information given on a particular hand tag.

32. Explain why it is true that making one's own clothing is less expensive than purchasing it.

33. List three care features to look for in sportswear.

34. Set up a spending plan for buying things which are necessary.

35. Describe several problems which may arise if one's taste in clothing is beyond the limits of what the family can afford to spend.

Objective #6: The student will increase in the ability to comprehend and apply the knowledge of FACTORS INFLUENCING PATTERN SELECTION AND SKILL IN SELECTING THE MOST APPROPRIATE PATTERN FOR PERSON AND OCCASION by performing the following activities as measured by teacher and/or self evaluation.

Activities:

36. Explain the relationship between body measurements and pattern size.

37. Explain why it is important to understand the relationship between body measurements and pattern size.

38. Demonstrate the proper method of taking measurements.

39. Fit an individual with a paper shell making necessary alterations.

40. Provide two styles suitable for a given figure type.

41. Describe appropriate fabrics and accessories for a given body type.

42. List the three basic factors which should be considered in choosing a pattern.

Objective #7: The student will increase in the comprehension and application of the knowledge of THE PATTERN INDUSTRY AND COME TO VALUE THE PATTERN WITH ITS OWN TERMS AND SYMBOLS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

43. Explain the value of following the pattern guide.

44. Explain why it is important to understand the value of following the pattern guide.

45. Explain who constructs patterns with instructions and symbols.

46. Explain why master craftsmen have constructed patterns with instructions and symbols.

47. List three of the five kinds of patterns introduced in class.

48. Explain the proper way to lay out a pattern before the material is cut.

49. Construct an A-line skirt according to the pattern introduced in class.

Objective #8: The student will increase in the ability to comprehend and apply the knowledge of and skill in PATTERN FITTING AND ALTERATION by performing the following activities as measured by teacher and/or self evaluation.

Activities:

50. List two advantages of fitting a pattern.

51. Explain why fitting a pattern may eliminate the need for altering a garment.

52. Explain how one pins a pattern for fitting.

53. Demonstrate fitting to an individual and make any necessary alterations.

Objective #9: The student will increase in the comprehension of the knowledge of SELF CONFIDENCE IN PATTERN USAGE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

54. Explain the importance of self-confidence in learning sewing skills.

55. Describe how the use of sequential steps increases self-confidence.

56. List the sequential steps which should be followed for a given sewing project.

57. Construct a bulletin board on "Sewing Tips".

58. List two of the latest monthly suggestions of a given pattern company.

59. List three ways in which a lack of self-confidence may inhibit one's developing good sewing skills.

60. List two factors, excluding the use of sequential steps, which might contribute to one's self confidence in garment construction.

Objective #10: The student will increase in the comprehension and application of the knowledge of and skill in WHEN AND HOW TO USE BASIC SEWING TECHNIQUES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

61. List and explain three symbols commonly found in pattern guides.

62. List eight basic sewing skills.

63. Demonstrate ways to determine the direction of staystitching and stitching.

64. Demonstrate matching notches as illustrated in class.

65. Distinguish between gathering and easing.

66. Explain what it is that choice of seams depends on.

67. Demonstrate three different seams on three different fabrics.

68. Distinguish between the uses of facings and interfacings.

69. Demonstrate two kinds of facings.

70. Demonstrate two kinds of interfacings.

71. Demonstrate two correct ways of pinning a hem.

72. Distinguish between correct and incorrect pinning of a hem.

73. Demonstrate the proper way to press a garment after stitching.

Objective #11: The student will increase in the ability to comprehend and apply the knowledge of and skill in THE FINISHING DETAILS WHICH ADD VALUE TO A GARMENT by performing the following activities as measured by teacher and/or self evaluation.

Activities:

74. List three factors which add value to the completed garment.

75. Demonstrate two kinds of hemming procedure.

76. Prepare a list of steps to be followed in working on hems on various types of garments.

77. Demonstrate the most appropriate hemming procedure for seam tape.

78. Demonstrate the most appropriate hemming procedure for bias tape.

79. List four finishing details which might add to the value of a completed garment.

80. Explain the ways in which finishing details, neatness of appearance, and correct pressing add value to the completed garment.

Objective #12: The student will increase in the comprehension of the knowledge that THE PROPER EVALUATION CAN CONTRIBUTE TO INCREASED SKILL IN CLOTHING CONSTRUCTION AND INCREASED SELECTIVITY IN READY-MADE GARMENTS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

81. List eight standards for good workmanship in sewing.

82. Explain how evaluation of sewing can contribute to increased skill in clothing construction.

83. Explain how evaluation of sewing can contribute to improved ability to select ready-made garments.

84. Develop a rating scale for a total garment rating.

Objective #13: The student will increase in the comprehension and application of the knowledge of THE VALUE OF BEING WELL GROOMED by performing the following activities as measured by teacher and/or self evaluation.

Activities:

85. Explain what is meant by good grooming.

86. Explain why grooming is a never-ending assignment.

87. Explain why it is essential to understand the value of good grooming at an early age.

88. List eleven characteristics of the well-groomed person.

89. Distinguish between appropriately dressed and inappropriately dressed girls at a given social function.

90. Demonstrate good posture in sitting, standing, and walking.

91. List five activities in which a well-groomed person must engage daily.

92. List three advantages of being well-groomed.

93. Explain how being well-groomed increases poise.

94. Explain how being well-groomed increases self-respect.

95. Explain the relationship between good grooming and social acceptance.

96. Explain two psychological problems faced by the poorly groomed individual.

97. Explain two social problems faced by the poorly groomed individual.

98. Explain the relationship, if any, between social class and one's potential for good grooming.

Objective #1: The student will increase in the comprehension of the knowledge of and skill in THE RESPONSIBLE CARE OF THE ILL by performing the following activities as measured by teacher and/or self evaluation.

Activities:

1. Explain why it is important for one to be able to care for people who are ill.
2. List the three criteria which must be met before the proper care of those who are ill is possible.
3. List four responsibilities which must be assumed in caring for others who are ill.
4. Describe the importance of home care in relation to overcrowding in hospitals.
5. List three ways in which a youngster could help when there is sickness in the home.
6. Name four basic needs of a patient who is being cared for at home.

Objective #2: The student will increase in the ability to comprehend the knowledge of THE DUTIES OF THE HOME NURSE AND PROFESSIONAL NURSE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

7. List three similarities in duties of professional nurse and home nurse.
8. List three differences in duties of professional nurse and home nurse.
9. List three things one should learn to become more efficient as a home nurse.
10. List three activities a bedridden teenager can do alone.
11. List three activities a bedridden youngster can do alone.
12. Describe the differences, if any, in the qualifications of a home nurse and a professional.

13. List four requirements for entering a nursing program at a local college.

14. List three restrictions of a home nurse in caring for a patient.

Objective #3: The student will increase in the comprehension of the knowledge of FAMILY CARE AND COMMUNITY RESOURCES AND SKILL IN MAKING OPTIMUM USE OF THEM TO PROMOTE GOOD HEALTH by performing the following activities as measured by teacher and/or self evaluation.

Activities:

15. Explain the importance of one's participation in family health rules.

16. Explain the relationship between good health and the use of personal, family, and community resources.

17. List four common resources which promote health.

18. Explain how rest, good food, and following the doctor's orders contribute to recovery from illness.

19. Arrange a panel about the importance of routine physical examinations.

20. List five ways in which an adult family member can help when there is sickness in the home.

Objective #4: The student will increase in the ability to comprehend and apply the knowledge of and skill in MAINTAINING ONE'S OWN GOOD HEALTH by performing the following activities as measured by teacher and/or self evaluation.

Activities:

21. Explain who is responsible for a teenager's good health practices.

22. Explain why the teenager must be responsible for her own good health practices.

23. Play a typical teenager violating common sense regarding good rest and exercise.

24. List five rules for sanitation involving hands, waste and dishes.

25. Define protective foods.

26. List four protective foods.

27. Explain the relationship between protective foods and a healthy personality.

28. Define "preventive medicine."

Objective #5: The student will increase in the comprehension of the knowledge of and skill in CARING FOR THE SICK by performing the following activities as measured by teacher and/or self evaluation.

Activities:

29. Explain what is meant by practical care needed by the sick.

30. List five ways in which a patient might speed his own recovery.

31. Explain the relationship between one's recovery and proper home care.

32. Demonstrate how to change and make the bed with the patient in it.

33. Demonstrate how to clean a sick room to avoid noise and dust.

34. Demonstrate two ways to add foot room to the bed for the patient's comfort.

35. Describe two ways to have a work area for a bedridden patient.

36. List three factors which contribute to recovery as stated in class.

Objective #6: The student will increase in the comprehension of the knowledge of FACTORS CONTRIBUTING TO RECOVERY by performing the following activities as measured by teacher and/or self evaluation.

Activities:

37. Explain how the happiness of the patient and the love of family contribute to recovery.

38. Describe two ways in which families could decide changes of routine during illness.

39. List three errands which could be taken care of by a teenager for a sick person.

40. Explain two ways in which other family members can contribute to the happiness of the patient.

41. Describe three factors which must be considered in arranging a patient's room in terms of the patient's comfort.

42. Describe three factors which must be considered in arranging a patient's room in terms of efficiency for the nurse.

Objective #7: The student will increase in the comprehension and application of the knowledge of THE SKILL AND VALUE OF PREVENTING HOME ACCIDENTS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

43. Explain several ways in which accidents may be avoided in the home.

44. Explain how one might correct a hazard discovered in the home.

45. List six potential home safety hazards.

46. List corrections for four of the home safety hazards you discovered in your home.

47. Explain the expression, "An ounce of prevention is worth a pound of cure", in relation to home safety.

48. List the three major causes of home accidents as determined in class.

49. Explain the relationship between home safety hazards and child mortality.

50. Describe three advantages of knowing how to prevent accidents in the home.

51. Organize a committee to explore ways and means to prevent accidents caused by fire.

52. Explain how carelessness in the kitchen is a potential safety hazard in any home.

53. Provide two examples of how improper handling of food and medicine are safety hazards.

54. List three household appliances which are particularly hazardous for small children.

55. Explain how knowing how to prevent accidents saves time.

56. Explain how knowing how to prevent accidents saves money.

Objective #8: The student will increase in the ability to comprehend and apply the knowledge of THE SKILL OF EACH FAMILY MEMBER IN WORKING TOWARD A TOTAL "HOME SAFETY PROGRAM" by performing the following activities as measured by teacher and/or self evaluation.

Activities:

57. Name two types of safety practices which all family members should internalize.

58. Explain why all family members should know and practice rules for personal and home safety.

59. List seven responsibilities of all family members for home safety.

60. Prepare a checklist for home safety standards.

61. Demonstrate the correct use and care of equipment used in class.

62. List three minor injuries and explain current practices for handling them.

63. Prepare a simple home first aid kit.

64. List four crucial behaviors one should display when an emergency occurs.

Objective #9: The student will increase in the comprehension and application of the knowledge of and skill in ENTERTAINING THE SICK AND CONVALESCING; ESPECIALLY THE CHILD by performing the following activities as measured by teacher and/or self evaluation.

Activities:

65. Explain why it is so essential to be able to entertain youngsters who are bedridden.

66. Explain three ways in which one might assist children who are getting well.

67. Make tray favors for a young boy's fall birthday.

68. List toys and activities for bedridden children who need to be entertained.

69. Prepare a "surprise box" that one might present to a child who is recuperating.

Objective #1: The student will increase in the comprehension of the knowledge of THE USE OF GOOD NUTRITION GUIDE LINES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

1. Explain the importance of good nutritional guidelines in preparing a meal.
2. List the Baisc Four and the food groups encompassed by each.
3. Group a given list of foods into classes according to the Basic Four.
4. Chart and rate one day's food intake according to the Basic Four.
5. List five snacks that will supply body needs and show that they can fit into a correct nutritional pattern.
6. Explain the relationship, if any, between good nutritional foods and high priced foods.
7. Explain why a big appetite is often merely an habitual practice resulting from a purely psychological desire for food.

Objective #2: The student will increase in the ability to comprehend and apply the knowledge of and skill in PREPARING NUTRITIOUS MEALS FOR A FAMILY GROUP by performing the following activities as measured by teacher and/or self evaluation.

Activities:

8. List the Basic Four food groups.
9. Explain the importance of family cooperation in planning and serving simple meals.
10. List five foods commonly used for simple breakfasts.
11. List four foods commonly used for simple lunches.

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12. Develop a basic menu pattern that can be prepared in a limited time.

13. Evaluate meals planned for nutrition and cost.

14. Plan and prepare a simple luncheon for classmates.

Objective #3: The student increases in the comprehension and application of the knowledge of THE IMPORTANCE AND THE SKILL OF PREPARING ATTRACTIVE YET MODERATE MEALS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

15. Explain the importance of "eye-appeal" in serving foods.

16. List three benefits one receives from eating foods that have been properly prepared.

17. Describe four ways to make foods attractive.

18. Describe two ways of preparing a particular food item simply and attractively.

19. Construct a bulletin board of attractive foods.

20. Explain two ways in which a young girl can help one to develop an interest in and an appreciation for well prepared foods.

21. Describe the relationship between attractive and digestible food and expensive food.

Objective #4: The student will increase in the comprehension of the knowledge of and skill in MEAL MANAGEMENT "KNOW HOW" by performing the following activities as measured by teacher and/or self evaluation.

Activities:

22. List three reasons why preparing a meal that is successful is satisfying and especially rewarding for the young homemaker.

23. Describe the relationship between "know-how" in meal preparation and security in future planning.

24. Explain how repeated failure in meal planning can inhibit one's future success in all areas of home management.

25. Tell what are the two greatest sources of "know-how" in meal management.

26. Explain the importance of confidence and security when serving guests.

27. Give and explain an alternate method of preparing a particular food for one who has not yet developed the confidence necessary for success.

Objective #5: The student will increase in the ability to comprehend and analyze the knowledge of and skill in GOOD MANAGEMENT PRACTICES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

28. Explain the importance of good management practices in preparing meals.

29. Explain how good management practices can save a woman time and expense in meal preparation.

30. Analyze critically the efficiency of the work area in her foods room.

31. List five sanitary practices necessary to keep a kitchen neat and clean.

32. Describe the proper procedure for cleaning up food that is spilled as demonstrated in class.

33. Explain the importance of good safety practices in preparing both the simple and the complex meal.

34. Describe the three most important phases of food preparation.

Objective #6: The student will increase in the comprehension, application and evaluation of the knowledge of TIME AS AN IMPORTANT ELEMENT IN MEAL PLANNING AND PREPARATION by performing the following activities as measured by teacher and/or self evaluation.

Activities:

35. Explain the importance of the element of time in preparing a meal.

36. State the approximate time involved in preparing a given meal.

37. List four time-saving techniques which can be employed in the kitchen.

38. Prepare a simple, adequate breakfast in ten minutes.

39. Suggest at least two improvements in procedure after observing several classmates preparing a meal.

40. Explain the role of parents in teaching their children good use of time and materials.

41. Explain how too much emphasis on time can interfere with the success of a meal one is preparing.

Objective #7: The student will increase in the comprehension and application of the knowledge of and skill in ATTRACTIVE FOOD SERVICE AND ETIQUETTE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

42. Set a table correctly for any given occasion.

43. Describe the relationship between enjoyable and attractive food.

44. Explain the relationship, if any, that exists between foods with "eye-appeal" and foods which are nutritionally good.

45. Explain two ways of preparing a particular food so that it can be attractively served.

46. Describe six table manners which should be displayed regardless of where a meal is served.

47. Describe the relationship between patterns in a high school dining area and those required in a hotel dining room.

48. Describe the hostess' role in establishing the atmosphere surrounding her meal.

49. Explain two ways in which a hostess can make her meal informal and friendly without abandoning proper table manners or meal-time behavior.

Objective #8: The student will increase in the ability to comprehend and apply the knowledge of and skill in MAKING QUICK BREADS KEEPING IN MIND THEIR MANY USES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

50. Describe some uses of quick breads which can add variety to a meal.

51. Name seven quick breads which have been demonstrated in this course.

52. Teach two varieties of quick breads to fellow students.

53. Demonstrate all of the standard methods of quickbreads covered in this course.

54. List six learning techniques which she will most likely need in the future meal preparation upon completion of this unit of study in foods.

55. List several food items for which quick breads can serve as substitutes.

56. Explain the usefulness of learning about quick breads in terms of planning a meal on a time schedule.

Objective #9: The student will increase in the comprehension of knowledge of and skill in WORKING AS A GROUP MEMBER AND RELATING THIS EXPERIENCE TO HOME LIFE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

57. Explain the importance of a student's ability to relate classroom experiences to the home.

58. List three reasons why working together has been either a pleasant or an unpleasant experience.

59. Work out a plan for meal preparation with family approval.

60. Write a paragraph describing the success or failure of the experience after working out a plan for meal preparation with family approval.

61. List four negative effects of a student's inability to relate classroom experiences to the world, external to the school.

62. List two advantages and two disadvantages which are part of group work in meal preparation.

63. Distinguish between group work which is profitable and enjoyable and that which is disorganized and wasteful.

Objective #1: The student will increase in the ability to comprehend, apply and evaluate the knowledge of and skill in DEVELOPING AN APPRECIATION OF THE VALUES DERIVED FROM LEARNING TO SEW by performing the following activities as measured by teacher and/or self evaluation.

Activities:

1. List three factors which contribute to enjoyment and effectiveness in making clothes.

2. Describe the aesthetic satisfaction that can be gained through acquiring knowledge of a sewing skill.

3. Describe the economic advantages of making one's own clothing.

4. Explain the social satisfaction that can be gained through acquiring knowledge of a sewing skill.

5. Construct an apron according to a simple pattern provided by the teacher.

6. Name one other source of satisfaction provided by knowledge of a particular sewing skill, aside from the economic, social and aesthetic aspects.

7. List three methods a clothing student may use to generate interest in sewing skills among her friends.

Objective #2: The student will increase in the comprehension of the knowledge of THE ECONOMIC ASPECTS OF HOME SEWING by performing the following activities as measured by teacher and/or self evaluation.

Activities:

8. Explain how an understanding of the economic value of making some of her own clothes can contribute to a young girl's healthy personality growth.

9. Describe how window shopping and the study of price tags can be a frustrating experience.

10. Describe how window shopping and the study of price tags can be a satisfying experience.

11. Distinguish between a department store and specialty shop in terms of relative prices.

12. List several disappointments a young girl may encounter if she sews purely for economic reasons.

13. Explain how the ability to make one's own clothes can be particularly advantageous to people of low socio-economic status in terms of self-esteem and social status.

14. Explain why prices of articles of clothing are considerably lower in mill outlets than in specialty shops.

Objective #3: The student will increase in the comprehension and application of the knowledge and skill in SOME FUNDAMENTAL AND DECORATIVE TECHNIQUES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

15. Explain two methods one can follow in order to gain additional construction skills after basic sewing skills have been internalized.

16. Explain what determines the choice of stitching for a particular garment.

17. Describe how the need for permanence in stitching does not eliminate the possibility of its being inconspicuous or decorative.

18. Demonstrate the required machine attachments for a given sewing project.

19. Demonstrate pin and machine basting.

20. Identify products of knitting, crocheting, or embroidering after observing a particular article of clothing.

21. Choose the appropriate method from a list of methods of hand stitching when sewing a specific garment.

Objective #4: The student will increase in the ability to comprehend the knowledge of and skill in THE BASIC TECHNIQUES INVOLVED IN GARMENT ALTERATIONS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

22. List several alteration techniques which have been demonstrated in this course.

23. Distinguish between making a few alterations and construction of a garment in terms of the amount of time and skill required.

24. Know which of the alteration techniques explained in class are required when shown a simple garment in need of minor alterations.

25. Explain the importance of creativity in sewing.

26. Describe how basic sewing skills encourage or inhibit creativity.

27. Explain the significance of donating clothes to an agency as a social service in terms of its intrinsic rewards.

28. Distinguish between clothes which would be worth altering and those which would be more economical to discard.

Objective #5: The student will increase in the comprehension and application of the knowledge of WHICH FABRICS REQUIRE SPECIAL HANDLING AND SKILL IN DETERMINING THIS AND CARRYING OUT THE DECIDED-UPON TECHNIQUE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

29. List eight characteristics of a well constructed garment.

30. Recognize individual characteristics of a well constructed garment.

31. List three fabric conditions which require special consideration and care for a satisfactory garment and explain the care required to each condition.

32. Name two fabrics that are most likely to ravel.

33. Describe three methods of handling fabrics that ravel.

34. Demonstrate napped surfaces and designs to be matched.

35. Name the fabric which most novice sewers find easiest to use.

Objective #6: The student will increase in the ability to comprehend the knowledge of BASIC FINISHING DETAILS AND SKILL IN CARRYING OUT THESE WHEN REQUIRED BY GARMENT SPECIFICATIONS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

36. Explain the value of finishing details in clothes construction.

37. Demonstrate the proper way to make buttonholes in a shirtwaist dress.

38. Demonstrate the correct way to sew on snaps.

39. Know how often and the points at which the hem must be pressed in hemming a garment.

40. Know the various temperatures at which an iron should be set according to the type of material being used.

41. Describe three disadvantages of omitting specific finishing details to a garment.

42. After viewing an article of clothing which has been poorly constructed, pinpoint the problem in construction and suggest an improved method of reconstruction.

Objective #7: The student will increase in the comprehension of the knowledge of HOW CULTURAL AND RELIGIOUS INFLUENCES ARE REFLECTED IN ONE'S FASHION AND ACCESSORIES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

43. List four accessories to garments which might add to one's appearance.

44. Explain how one can best become familiar with the uses and effects of accessories.

45. Explain the sources from which given fashions in self-adornment emanate.

46. List five customs concerning fashions in self-adornment which are considered to be good taste in our culture.

47. List three customs in self-adornment that are considered to be in good taste in one of the other cultures we have studied, but would likely be distasteful if seen in our own culture.

48. Explain how fashions in self-adornment reflect social and religious mores.

49. List three fashions in self-adornment popular in our culture which reflect religious mores and two which reflect social mores.

Objective #8: The student will increase in the comprehension of the knowledge of HOW ONE CAN REVEAL HER INDIVIDUALITY BY THE USE OF ACCESSORIES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

50. Explain the relationship between individuality and the use of accessories to clothing.

51. Describe some of the problems a woman may encounter if she relies too heavily on accessories to reveal her individuality.

52. List twelve accessories prominent in today's fashion world.

53. Name two accessories which should only be used with sports clothes.

54. Divide a list of accessories prominent in today's fashion world into the following categories for use: sports, school, social.

55. Describe two possibilities of making an accessory to change the costume image as presented in class.

56. Name two accessories which would definitely be inappropriate for wear at a basketball game.

Objective #1 The student will increase in the comprehension of the knowledge of THE BODY DEVELOPMENT TOWARD MATURITY by performing the following activities as measured by teacher and/or self evaluation.

Activities:

1. Explain why the rate of physical development toward maturity varies according to the individual.
2. Briefly explain the pattern of development the human body follows toward maturity.
3. List and explain two factors which determine one's height and weight.
4. List four changes which occur in females during the maturation process.
5. List four changes which occur in males during the maturation process.
6. Describe the relationship between age and growth rate.
7. Explain the importance of a young girl's understanding of herself as a growing and mature person.

Objective #2: The student will increase in the ability to comprehend the knowledge that A BETTER SELF-UNDERSTANDING LEADS TO A BETTER UNDERSTANDING OF OTHERS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

8. Explain the importance of self-understanding to an adolescent.
9. Describe the relationship between self-understanding and understanding of others.
10. Define maturity in relation to the developmental process.
11. List three common changes in activities which usually accompany a girl's transition from adolescence to adulthood.

12. Define environment in relation to the family.

13. Explain the relationship between one's environment and his emotional and psychological maturity.

14. Describe three changes in behavior characteristics of the obese person.

Objective #3: The student will increase in knowledge of HOW PHYSICAL AND PSYCHOLOGICAL NEEDS ARE MET WITH THE ENVIRONMENT AND DEGREE OF MATURITY by performing the following activities as measured by teacher and/or self evaluation.

Activities:

15. Explain how physical and psychological needs are satisfied.

16. Describe how physical needs vary in three different parts of the world.

17. List three needs of a child, physical or psychological, which can best be satisfied by the school system.

18. Describe how the lack of psychological maturity might hinder one's attempt to gratify his physical needs.

19. List three basic needs as determined by Abraham Maslow which can best be met in the home environment.

20. Explain the importance of positive reinforcement in the satisfaction of one's psychological needs.

21. Explain Maslow's hierarchy of physical and psychological needs.

Objective #4: The student will increase in the comprehension of the knowledge of HOW PERSONALITIES ARE DEVELOPED BY INFLUENCES OF HEREDITY AND ENVIRONMENT by performing the following activities as measured by teacher and/or self evaluation.

Activities:

22. Name two factors most responsible for differences in personalities.

23. List ten admirable traits of teenagers.

24. Describe the way in which heredity determines one's personality development.

25. Explain the role of one's environment in determining his personality development.

26. List other factors which might influence one's personality development aside from heredity and environment.

27. List two specific environmental factors which could lead to unhealthy psychological development.

28. List two specific hereditary factors which could contribute to unhealthy psychological development.

Objective #5: The student will increase in the comprehension of the knowledge of HOW PERSONALITIES CAN BE IMPROVED by performing the following activities as measured by teacher and/or self evaluation.

Activities:

29. Define personality.

30. Define motivation period and explain the significance of such a period in helping one find his "self".

31. List four characteristics of healthy personality.

32. List five types of abnormal personalities as discussed in class.

33. Explain the following statement: "personality can be improved."

34. Explain how the way one feels others in his environment perceive him enhances or inhibits his psychological development.

35. Name four factors which can aid one in improving his personality.

Objective #6: The student will increase in the ability to comprehend the knowledge of HOW BEHAVIOR PATTERNS AFFECT THE HAPPINESS OF A FAMILY by performing the following activities as measured by teacher and/or self evaluation.

Activities:

36. Describe the relationship between behavior patterns and family harmony.

37. Explain the possibility of an individual's overcoming either hereditary or environmental handicaps.

38. Describe two types of behavior that would likely destroy family cohesiveness.

39. Describe two types of behavior that would likely enhance family harmony.

40. List at least four factors which affect a family's happiness, aside from the individual behavior patterns of family members.

41. List seven values which the nuclear family in American society is said to be based on.

Objective #7: The student will increase in the comprehension and evaluation of the knowledge of MATURITY RATE DIFFERENTIALS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

42. Explain the following statement: "Everyone matures at her own rate".

43. Describe role play.

44. Distinguish between role play and playing a role.

45. Describe the relationship between maturity and sophistication.

46. List five characteristics of the mature adolescent girl.

47. List five characteristics of the immature adolescent girl.

48. Evaluate family scenes for mature and immature behavior.

Objective #8: The student will increase in the comprehension of the knowledge of VALUES AND THEIR ROLE IN ONE'S DEVELOPMENT by performing the following activities as measured by teacher and/or self evaluation.

Activities:

49. Explain the following definition: "Values are parts of life that one considers worthwhile."

50. List ten values commonly shared in our society.

51. Describe how values are formed.

52. Explain how family values affect the individual.

53. Explain how individual values affect family unity.

54. Distinguish between values considered normative and those which would be unacceptable to the society at large, given a list of values held by a specific subculture in our society.

55. Explain the value of leisure time in contemporary society in terms of its scope and limitations.

56. Explain how one's values affect the decisions he makes.

57. Name several values often displayed on TV.

58. Name two values which have gained wide support in our society in recent years and which are often the message of movies.

59. Name three factors which determine the values one acquires.

60. Describe the importance of making a particular decision in terms of one's own values even if they do not coincide with those of the majority.

61. Define cultural transmission.

62. Explain how values can be culturally transmitted.

Objective #9: The student will increase in the comprehension and analyzation of the knowledge of "GOALS" AND THEIR ROLE IN ONE'S DEVELOPMENT by the following activities as measured by teacher and/or self evaluation.

Activities:

63. Define goals.

64. Explain what is meant when we say the short-term goals are stepping stones.

65. List five short-term goals.

66. Given a list of short-term goals, the student should be able to name a goal for which each might be a stepping stone.

67. Explain what is meant by long-term goal.

68. List five long-term goals.

69. Explain how family goals are chosen.

70. Explain how goals change.

71. Describe the relationship between the values one holds and the goals he sets for himself.

Objective #10: The student will increase in the comprehension and analyzation of the knowledge of and skill in DEVELOPING A GOOD FAMILY LIFE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

72. Explain the importance of an individual's understanding some of the privileges and responsibilities concommitant with growing and maturing within a family situation.

73. Explain why it is essential for each family member to accept the importance of a good family life.

74. Explain the criteria necessary to attain good family living conditions once each family member has accepted his importance.

75. Explain how a family life which is unsatisfactory affects the self-concepts of many young people.

76. List three things a young girl can do in working toward good family relations.

77. Name three alternatives one can take in dealing with poor family relations as presented in class.

78. List three factors which might make a happy, cohesive family suddenly fall apart.

Objective #11: The student will increase in the ability to comprehend the knowledge of and skill in GOOD FAMILY RELATIONSHIPS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

79. Explain how teenagers can keep good relationships with their parents.

80. List five teenage wants and the responsibilities that accompany them.

81. Describe the kind of behavior that entitles her to privileges within her family.

82. Describe the current generation gap in terms of values, attitudes, and problems.

83. List and explain the two major causes of the generation gap as presented in class.

84. Describe the importance of teenagers maintaining healthy relationships with their parents.

85. List at least three values that should be shared by teenagers and their parents.

Objective #12: The student will increase in the comprehension and analyzation of the knowledge of and skill in ACCEPTING ONE'S RESPONSIBILITIES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

86. List two responsibilities that must accompany each of four privileges requested by most teenage girls.

87. Explain how parents and teenagers might work toward improved understanding.

88. Explain why a family is concerned about its teenager's friends.

89. Name two popular subcultures within our society which are largely composed of teenagers.

90. Describe the influence of peer groups as opposed to the influence of parents on teenage boys and girls.

91. List three ways students can show consideration for the family members and vice versa.

92. List eight rights of parents according to the discussion conducted in class.

Objective #13: The student will increase in the comprehension of the knowledge of INTEREST IN OTHERS AND DESIRE FOR ACCEPTANCE AS NORMAL EXPERIENCES IN PERSONAL RELATIONSHIPS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

93. Explain the importance of furthering the development of socially responsible behavior.

94. List three methods of furthering the development of socially responsible behavior in teenagers.

95. List four special teenage attitudes on friendship.

96. List and explain two normal teenage experiences that involve interaction with other people.

97. Describe the use and cause of reinforcement practices in order to cultivate socially responsible behavior.

98. Explain four reasons why it is essential that an individual feels he is accepted by others.

99. List four conflicts that might develop as a result of interest in or involvement with others.

Objective #14: The student will increase in the ability to comprehend and apply the knowledge of GOOD MANNERS AS A FACTOR IN SUCCESSFUL RELATIONSHIPS WITH OTHERS by performing the following activities as measured by teacher and/or self evaluation.

Activities

100. Explain one outstanding factor which helps develop satisfaction in relationship with others.

101. Describe the ways in which approach helps to develop satisfactory interpersonal relations.

102. List eleven good dating manners.

103. Describe two proper methods to ask for a date.

104. Describe one polite way to accept a date and one polite way to refuse a date.

105. List four activities in which one might engage if she were attempting to make herself widen her circle of friends.

106. List four personal characteristics that would be helpful if a person were attempting to make herself a more interesting person.

Objective #15: The student will increase in the comprehension and application of the knowledge of and skill in DEVELOPING A CODE OF BEHAVIOR WORTH FOLLOWING IN ORDER TO HAVE GOOD RELATIONSHIPS WITH OTHERS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

107. Explain what is meant by a code of behavior.

108. Explain the importance of establishing and following a code of behavior.

109. Give examples of five manners that differ according to cultural groups as studied in class.

110. Explain how knowing the proper manners for a particular situation can give one a sense of security.

111. List eight inexpensive dating activities.

112. List the pros and cons of going steady.

113. Present an acceptable code of behavior for any two activities covered in this unit.

Objective #16: The student will increase in the comprehension of the knowledge that PARTICIPATION IN MANY SITUATIONS LEADS TO SELF CONFIDENCE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

114. Explain one way in which an individual may learn to feel at ease in various situations.

115. List five desirable characteristics of a hostess.

116. List five desirable characteristics of a guest.

117. Mention three advantages one can enjoy from participation in a variety of situations.

118. Explain the importance of one's acceptance by others in a given situation in determining his subsequent behavior in similar situations.

119. Describe two ways in which the behavior of a host and hostess would likely differ.

120. Distinguish between desirable and undesirable behavior of hosts, hostesses and guests.

Objective #17: The student will increase in the comprehension of the knowledge that HAVING GUESTS IN THE HOUSE IS A PRIVILEGE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

121. Explain why having guests in the home is considered by most to be a special privilege.

122. List four kinds of hospitality commonly practiced in the community.

123. List the eight steps in planning a social activity.

124. List five behaviors which should characterize a home environment whether or not guests are present in the home.

125. List four committees which would be required for efficient work, given a particular social activity to plan.

126. Distinguish between a telephone invitation that is acceptable in calling another to a social function, and when a written invitation should be used.

127. List four kinds of hospitality which should be practiced in the home.

Objective #18: The student will increase in the comprehension and application of the knowledge that COURTESY AND CONSIDERATION ARE ESSENTIAL FOR A SUCCESSFUL HOST AND HOSTESS by performing the following activities as measured by teacher and/or self evaluation.

Activities:

128. Name two traits required of every host and hostess and explain their significance in terms of successful interpersonal relations.

129. Introduce a classmate to one of her parents in one of three ways taught in class.

130. Describe three ways in which teenagers might learn to be courteous.

131. List three sources with which teenagers might be in contact that would provide influential examples of consideration for others.

132. Construct a rating scale for a hostess.

133. Construct a rating scale for a guest.

134. Explain what is meant by "socially responsible behavior".

Objective #19: The student will increase in the ability to comprehend and apply the knowledge of and skill in EASING SOCIAL SITUATIONS THROUGH CONVERSATION by performing the following activities as measured by teacher and/or self evaluation.

Activities:

135. Explain what is meant by skill in conversation.

136. Explain how skill in conversation eases social situations.

137. Illustrate two types of conversationalists introduced in class.

138. Describe two social settings in which role playing may be required.

139. Explain how continued role playing might distort one's self-image.

140. List two devices other than skill in conversation which could be used to ease social situations.

141. Explain why it is important for one to reveal his true self during instances of role play.

Objective #1: The student will increase in the ability to comprehend the knowledge of FOOD FACTS AND FALLACIES IN RELATION TO NUTRITIONAL NEEDS OF THE FAMILY by performing the following activities as measured by teacher and/or self evaluation.

Activities:

1. Explain the importance of instruction in nutritional meals for the family.
2. List three sources of instruction for women who seek knowledge of a family's nutritional needs.
3. Explain the most vital function of foods.
4. List several essential foods for a good daily diet.
5. Identify four values of good nutrition.
6. Explain why money is not the keynote of good nutrition.
7. Define food fads and tell of their importance to a regular diet.

Objective #2: The student will increase in the ability to comprehend and evaluate the knowledge of and skill in PLANNING MEALS WHICH HAVE CONTRASTING COLOR, FORM, TEXTURE, FLAVOR, AND TEMPERATURES by performing the following activities as measured by teacher and/or self evaluation.

Activities:

8. Explain the importance of preparing foods which contrast in color, form, texture, and flavor.
9. Plan a day's menu which includes the four basic food groups.
10. Plan a day's meal to meet nutritional criteria.
11. Given a list of foods, categorize each food according to the Basic Four.

Objective #3: The student will increase in the comprehension and application of the knowledge of and skill in PLANNING MEALS TO MEET THE NEEDS OF INDIVIDUAL FAMILY MEMBERS by performing the following activities as measured by teacher and/or self evaluation.

Activities;

15. Explain the importance of planning meals.

16. Plan a day's meals for her own family, taking into consideration the age, sex, and activity of each member.

17. Distinguish between the nutritional needs of the young and old.

18. List four special nutritional needs of pregnant women.

19. Prepare one low cost meal that is attractive, tasty, and requires little time and effort.

20. Name two ways in which a food budget can be stretched.

21. List three ways a woman can be economical in the kitchen once the food is purchased.

Objective #4: The student will increase in the comprehension and application of the knowledge of and skill in PREPARING ATTRACTIVE, NUTRITIONAL MEALS WITH MINIMUM TIME AND EFFORT by performing the following activities as measured by teacher and/or self evaluation.

Activities;

22. Describe a homemaker's major contributions to her family.

23. Prepare two attractive date snacks which are not time-consuming.

24. Define "progressive meals".

25. Explain how garnishes and various food combinations may be used to vary the method of preparing foods.

26. Given a list of unfamiliar foods, the student should be able to successfully incorporate one of these foods into a meal.

27. List four general rules about freezing foods..

28. Name six foods which should never be frozen.

Objective #5: The student will increase in the ability to comprehend and analyze the knowledge of HOW FAMILY COOPERATION CAN CONTRIBUTE TO EFFICIENCY IN MEAL PREPARATION by performing the following activities as measured by teacher and/or self evaluation.

Activities:

29. Explain how family cooperation can contribute to efficiency in meal preparation.

30. Work out a market order economically and efficiently.

31. Develop a work schedule for meal management and preparation involving each family member in rotating assignment.

32. Define fatigue.

33. Describe several effects of fatigue on the homemaker and her family.

34. List five means of avoiding fatigue.

35. Explain how lack of cooperation among family members can contribute to a homemaker's frustration and fatigue.

Objective #6: The student will increase in the comprehension and application of the knowledge of and skill in USING TIME, ENERGY, AND MONEY TO GET MAXIMUM FOOD VALUE by performing the following activities as measured by teacher and/or self evaluation.

Activities:

36. List the three resources that everyone must learn to manage.

37. List three uses of the home freezer.

38. List four general rules about freezing foods.

39. Name six foods which are successfully frozen.

40. Name six foods which should never be frozen.

41. List four rules for economical and efficient buying.

42. Compare ready-made foods with those made with individual ingredients.

43. Explain several ways in which a home ecoromist can learn to get maximum food value from money spent.

44. Evaluate success or failure in terms of proper management of time, energy and money, after preparing a meal completely.

45. List and explain two methods which could be used by parents to teach good habits in money management to their children.

Objective #7: The student will increase in the ability to comprehend, apply and evaluate the knowledge of and skill in PLANNING AND CARRYING OUT A SOCIAL FUNCTION AS A GUEST OR HOSTESS by completing the following activities as measured by teacher and/or self evaluation.

Activities:

46. List three types of social occasions in which members of an age group are likely to participate after having been assigned a particular age group with which to work.

47. Plan an appropriate meal for a particular social occasion.

48. Explain the importance of being a gracious hostess.

49. Describe four qualities of a good, charming hostess.

50. List four qualities of a good guest.

51. List three factors which can aid a woman in developing grace and self-confidence as a hostess.

52. Select two kinds of attire that would definitely not be suitable for an event given a particular social occasion for which to prepare and serve a meal.

INTERIOR DECORATING

MAJOR OBJECTIVE

THE STUDENT WILL BE ABLE TO DECORATE A ROOM OR A HOME TO MEET THE STANDARDS OF ART AND DESIGN IN CHOICES OF COLOR AND PLACEMENT OF FURNITURE AND DECORATIVE ITEMS.

Unit I - ELEMENTS OF ART

Objective #1: The student will increase in knowledge of the seven elements of art (color, line, form, texture, pattern, light, and space) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Unit II - PRINCIPLES OF DESIGN

Objective #2: The student will increase in knowledge of the five principles of design (balance, proportion-scale, emphasis, rhythm, and repetition), by performing activities suggested by the teacher and evaluated by teacher-student critique.

Unit III - COLOR

Objective #3: The student will increase in knowledge of the three basic color orders (primary, secondary, tertiary) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #4: The student will be able to make a water color wheel given the three primary colors in water color paints.

Objective #5: The student will increase in knowledge and use of the vocabulary related to color (tint, shade, hue, warm, cool, value, intensity, and grayed) by performing the activities suggested by the teacher and evaluated by teacher-student critique.

Objective #6: The student will increase in knowledge of the five basic color schemes (complementary, split complementary, monochromatic, analogous, and triad) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #7: The student will be able to apply the color scheme guidelines effectively when planning a room decor by performing the activities suggested by the teacher and evaluated by teacher-student critique.

*Also included in senior high school guide.

Objective #8: The student will be able to create a sample of each of the five mentioned color schemes, given an assortment of fabric, paper, carpet, and paint swatches.

Objective #9: The student will be able to create a sample of the five mentioned color schemes given an assortment of construction paper, using blue as one of the colors in each color scheme.

Objective #10: The student will be able to analyze according to color five of the ten color schemes pictured.

Objective #11: The student will be able to analyze according to the heretofore defined elements of art each of the color schemes pictured.

Objective #12: The student will be able to analyze according to the heretofore defined principles of design the sketches pictured.

Objective #13: The student will increase in knowledge of "The Rule of Three" (light, bright, dark) by performing the activities suggested by the teacher and evaluated by teacher-student critique.

Objective #14: The student will be able to improve on her favorite color scheme by incorporating "The Rule of Three" as illustrated by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #15: The student will increase in the knowledge of how color can be used to create optical illusions in a room by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #16: The student will be able to compare and record the results of different color treatments that create optical illusions by performing activities suggested by the teacher and evaluated by teacher-student critique.

Unit IV - BALANCE

Objective #17: The student will increase in knowledge of the two types of balance (formal and informal) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #18a: The student will be able to plan a formally balanced grouping of furniture by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #18b: The student will be able to draw an informally balanced grouping of paintings by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #19: The student will be able to distinguish between the formal and informal balance of the arrangements pictured by performing activities suggested by the teacher and evaluated by teacher-student critique.

Unit V - ROOM DECORATION

Objective #20: The student will increase in knowledge of the four basic styles of furnishings (country, gracious, sophisticated, opulent) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #21: The student will increase in knowledge of the eight factors to consider when planning a room (room size, shape, exposure, mood, style, current fashion, personal preference, items on hand, use, and cost) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #22: The student will increase in knowledge of the proper order of planning a room decor beginning with an empty room by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #23: The student will increase in knowledge of the proper method of planning a room decor beginning with a fixed item (rug, wall, draperies, or furniture) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #24: The student will increase in skill in creating a color coordinated room when no restrictions have been made on the decorator, being sure to list the order in which the color and items have been selected.

Objective #25: The student will increase in skill in creating a color coordinated room given a fixed item (rugs, walls, furniture, or draperies) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Unit VI - FURNITURE ARRANGEMENT

Objective #26: The student will increase in knowledge of furniture arranging in relation to traffic patterns by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #27: The student will increase in the knowledge of how to make a scale floor plan to show the proper traffic pattern and furniture arrangement incorporating principles of design.

Unit VII - FURNITURE

Objective #28: The student will gain the knowledge to identify the following styles of furniture: Colonial, Modern, Traditional, Mediterranean, and French Provincial.

Objective #29: The student will increase in knowledge of how furniture is styled and constructed by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #30: The student will increase in knowledge of how upholstery is designed and made by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #31: The student will increase in skill in selecting most appropriate fabrics on the basis of beauty and wear by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #32: The student will be able to select upholstery fabric for furniture according to the elements of art and principles of design previously defined.

Unit VIII - WALLS

Objective #33: The student will increase in knowledge of the three basic types of wall treatment and the advantages and disadvantages of each (paper, paint, paneling) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Unit IX - FLOOR

Objective #34: The student will increase in knowledge of the basic types of floor coverings (hardwood, tile, linoleum, carpet, rugs) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #35: The student will increase in skill in selecting the proper floor covering for style and durability by performing activities suggested by the teacher and evaluated by teacher-student critique.

Unit X - LIGHTING

Objective #36: The student will increase in knowledge of the two types of lighting (direct and indirect) by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #37: The student will increase in skill in selecting lamps, shades, and fixtures for the proper type of lighting required by performing activities suggested by the teacher and evaluated by teacher-student critique.

Unit XI - WINDOW TREATMENTS

Objective #38: The student will increase in knowledge of window treatments for light and decoration by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #39: The student will increase in skill in planning window treatments that are both functional and decorative by performing activities suggested by the teacher and evaluated by teacher-student critique.

Unit XII - ACCESSORIES

Objective #40: The student will increase in knowledge of how accessories add charm and personality to a room by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #41: The student will increase in knowledge of how accessories can be useful and attractive by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #42: The student will increase in skill in selecting accessories according to individual taste and need by performing activities suggested by the teacher and evaluated by teacher-student critique.

Unit XIII - STORAGE

Objective #43: The student will increase in knowledge of how to plan efficient open or closed storage by performing activities suggested by the teacher and evaluated by teacher-student critique.

Objective #44: The student will increase in skill in planning functional and decorative storage given the items to be stored and the general area for storage by performing activities suggested by the teacher and evaluated by teacher-student critique.